



Paternoster School

Remote Learning Policy

In-line with best practise and following DfE guidance, Paternoster has a Remote Learning Policy to be applied in case children need to self-isolate or local lockdown is required.

DfE Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialistsettings/guidance-for-full-opening-special-schools-and-other-specialist-settings>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952377/Guidance_for_special_schools_specialist_post-16_providers_and_alternative_provision_during_the_national_lockdown.pdf

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-inremote-education> <https://www.gov.uk/government/publications/review-your-remote-education-provision>

1. Statement of School Philosophy

Paternoster 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.

2. Aims

This Remote Learning Policy aims to:

- Ensure that remote learning reflects the school curriculum, as far as possible, and includes continuous delivery of the core values, work of the school curriculum and individual IEPs, as well as support of motivation, health and well-being and parent support
- Ensure access to home learning for all pupils who are not in school through use of quality online and offline resources and face-to-face virtual meeting opportunities.
- Provide clear expectations to members of the school community with regards to delivery of high-quality remote learning
- Consider continued education for staff and parents (e.g. CPD, supervision)
- Support effective communication between the school and families to encourage engagement/ attendance to learning and best practice around remaining safe online.



3. Who is this policy applicable to?

- A child who is absent because they are awaiting test results and the household is required to self-isolate.
- A child who is absent because they are clinically extremely vulnerable and required to shield.
- A child's class is not permitted to attend school because they, or another member of their class, have tested positive for Covid-19.
- A child who has been granted a leave of absence, following discussions with parents, carers and social workers (where applicable)
- A child who is receiving blended learning due to attending school part time during a national lockdown.

4. Content and tools to deliver remote learning

Resources to deliver this Remote Learning Plan could include any of the following:

- Online tools for EYFS, KS1, KS2 & KS3 (e.g., *Google classrooms, Zoom, Education city, Purple Mash, Busy Things, Maths Jam*) as well as for staff CPD and parent sessions.
- Use of recorded video (or *Live Zoom / Teams / Google Meet Video*) for teaching sessions, videos, or assemblies
- Phone calls, emails and ParentMail messages home
- Printed learning packs
- Physical materials such as reading schemes, story books and writing tools • Use of BBC Bitesize, Oak Academy, PowerMaths, Purple Mash etc

5. Home and school partnership

Paternoster 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 families to suit their individual needs and the needs of the young person.

Because of the SEND needs of the individual children teaching staff will work with families to assess and agree the best structure for the learning and day.

Paternoster School will support parents to use Google classrooms, Zoom, or other apps as appropriate and where possible, provide personalised resources.

Where possible, if it is recognised as beneficial for the young person to maintain a regular and familiar routine, Paternoster staff will work toward this.

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 to the best of their ability.

Every effort will be made by staff to ensure that work is set promptly and that it is realistic for families to deliver.

In line with Paternoster School's values for healthy lifestyle we would encourage parents to follow the ['digital 5 a day'](#) framework which provides practical steps to support a healthy and balanced digital diet.

All children and families are fully informed about the schools 'Acceptable Use Policy' which includes e-safety rules, and this applies when children are working online at home.



6. Roles and responsibilities Teachers

Paternoster School will provide a refresher training session and induction for new staff on how to use Google Classrooms, Zoom and any other recommended digital resources.

The class teacher will ensure each pupil's IEPs are included when planning work and monitoring progress. Teachers will make reasonable adjustments to work towards the targets in the plan and if these present as unachievable via home learning they will discuss with parents and inform the Assistant Headteacher/SENCO.

When providing home learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes, which follows the school curriculum and current learning taking place in class.
 - Where pupils attending school part time, a blended learning approach should be used where work in school is followed up with an activity for home.
 - The work set should attempt to follow the usual percentage balance of the curriculum areas. ○ Weekly/daily work will be shared with families to encourage active involvement, where possible.
 - At least one daily face-to-face session will be offered via an approved method (Zoom for Education, Teams, Google Meet) and will follow the Remote Learning Protocol (Appendix 1)
- Providing feedback on work:
 - Teachers will be expected to give regular (weekly) feedback to pupils/families in the core subjects ○ Where pupils are not attending school, a home learning tracker will be completed for each child.
 - Assistant headteachers for Curriculum and Assessment will coordinate with class teacher and subject leaders on any formal assessments and feedback.
 - Staff will be encouraged to work towards the values of the Paternoster marking and annotation policy, where this is realistic.
- Keeping in touch with pupils who are not in school and their parents:
 - If there is a concern around the level of engagement of a pupil's parents/carers, they should be contacted via phone to assess whether school staff can assist with engagement.
 - Staff are encouraged to use zoom or Teams for parents' meetings and EHCP reviews to allow for views of children and wider family members where appropriate.
 - 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 assistants must complete tasks as directed by a member of the leadership team or class teachers. The TA team will be active in engagement with reluctant learners, supporting teachers with feedback on work, adapting learning resources and encouraging lifestyle choices around exercise, screen time and diet.



Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote and blended 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 samples of work set or reaching out for feedback from pupils and parents.
- Monitoring the effectiveness of our remote learning with outstanding schools within the MAT
- Working with SANDMAT IT Team to monitor the security of home learning systems, including data protection, and safeguarding considerations.

Designated safeguarding lead

The DSL and DDSs are responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy. The SLT will work very closely with class teachers and Parent Support Worker if children or families do not engage or respond to communications.

SANDMAT IT Team

Are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff (and when possible parents) with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils, staff, and parents with accessing the internet, Zoom or other apps to support learning or safeguarding.

The Assistant Headteacher

Will work with the EHCP coordinator and teachers to ensure that all EHCP reviews and planned parents evenings continue via Zoom or other communications. Liaising with SANDMAT IT Team to ensure that the technology used for home learning is accessible.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the best of their abilities set by teachers.
- Inform parents or teachers if they are 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 cannot complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.



Local Advisory Board

The Local Advisory board is responsible for:

- Monitoring the school's approach to providing home learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that home learning systems are appropriately secure, for both data protection and safeguarding reasons.

7. Links with other policies

This policy is linked to our:

- Safeguarding and Child protection policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy

8. Monitoring and Review

This policy is monitored by the Remote Learning Lead and will be reviewed every year, or earlier if necessary.

Reviewed by Remote Learning Lead: January 2021

Review date: September 2022

Appendix 1:

Remote Learning Protocol – January 2021

1. Risk assessment to be updated for all pupils.
 - To include if EHCP targets are being met
 - List the targets that are being met in school
 - Note any support from health care agencies to support EHCP outcomes
2. All parental contact (phone, email and face-to-face) to be recorded via CPOMS.
 - Parents of pupils who are working from home, to be contacted weekly via phone or email.
 - Only school phone numbers and email addresses to be used when communicating with parents. • SLT to be informed of home visits and recorded on CPOMS
3. Work given as part of remote learning to consider the resources available to families.
 - Work to be submitted weekly for all pupils and include a range of activities, including EHCP / IEP target work.



- All work set to be recorded on the **Home Learning Tracker** and saved in the relevant pupil folder on the SharePoint (to be updated digitally for duration of home learning).
 - Work to be set via Google Classrooms in the first instance.
 - Where digital devices or technical support is needed, teachers to inform the Computing Coordinator to action this.
 - SLT to be aware of any Teams / Zoom meetings taking place.
 - All Zoom class meets to be conducted through a Teams / Zoom Learning account
 - Teams / Zoom meetings to only be conducted from school (not home).
 - All meetings to be recorded for safeguarding purposes.
 - Work delivered to the house to include all resources needed to carry out the activity.
4. Assessment and recording to be completed for pupils working at home and in school
- To include evidence of work (this may be kept digitally on Google Classrooms).
 - Update Home Learning Tracker with pupil responses and frequency of work.
5. EHCP Reviews
- To continue via phone / Teams / Zoom