

Matthew Arnold Primary School



Remote Learning Policy

At Matthew Arnold Primary School, our remote education offer is a well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing regular feedback.

We teach the same curriculum remotely as we do in school, wherever possible and feasible, so as to limit the negative impact that a partial or full school closure has on our children.

Aims

Matthew Arnold's remote learning policy for aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning

Use of Remote Learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school. Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include occasions:

When we decide that opening our school is either:

- Not possible to do safely
- Contradictory to guidance from local or central government

Individual cases where a pupil is unable to attend school but is able to learn

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- recovering from short-term infectious illnesses
- preparing for or recovering from some operations
- recovering from injuries where attendance might inhibit recovery

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, after the pupil's absence from school has been established, school will consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Roles and Responsibilities

Teachers

When providing remote learning, teachers must be available between usual contractual hours. If staff are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely
- In line with DfE guidance, set at least:
 - 3 hours a day on average across the cohort for Key Stage 1, with less for younger children (2 hours for EYS)
 - 4 hours a day for KS2
- Set work before the beginning of the school day
- Set work using google classroom
- Ensure consistency of setting of work across the key stage and to ensure pupils with limited access to devices can still complete the work
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects.
- Consider the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills.
- Consider the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
- Provide feedback on work
- Make phone calls home periodically to check on children's learning and well-being.
- Ensure printed learning packs are available to all children who cannot access online provision

Staff will only use school devices / laptops to deliver remote learning. Further guidance for staff can be found in the staff Acceptable Use Policy

Learning Support Assistants

Learning Support Assistants must be available between their normal contractual hours. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedures.

During the school day, Learning Support Assistants must complete tasks as directed by a member of the SLT.

Senior Leaders

Senior leaders will ensure use of the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

This may include:

- Distributing school-owned laptops accompanied by a user agreement or contract
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work

- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern
- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Providing information to parents/carers and pupils about remote education

Pupils

At Matthew Arnold, we expect pupils learning remotely to:

- Be contactable during the school day – we recognise they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or learning support assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school

Parents / Carers

For remote learning to be effective and purposeful, there is an acknowledgement that the whole school community has a part to play in the educating of the child.

We expect parents / carers to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it

School staff will make regular contact with pupils and parents / carers to check engagement levels and to provide reasonable support where necessary.

Governing Board

The governing board is responsible for:

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