



John Clare Primary School

Inspire - Nurture - Celebrate

Remote Education Policy

Editions and Revisions:

Reviewed	March 2025
Approved by FGB	26 th March 2025
Next Review Date	March 2029

1. Statement of School Philosophy

John Clare Primary School has always strived to be creative, innovative and to 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 (inc. SEND) who are not in school, through use of quality online and offline resources and teaching videos.
- Provide clear expectations to members of our school community with regards to the delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support 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?

- All children of John Clare Primary School, on occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government.
- Occasions when individual pupils, for a limited duration, are unable to physically attend their school but are well enough and able to continue learning, for example pupils with an infectious illness.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1 (SeeSaw), KS2 (*Google Classroom*), as well as for staff CPD and parents' sessions.
- Use of recorded video for instructional videos and assemblies.
- Phone calls home.
- Printed learning packs.
- Physical materials such as story books, mathematics textbooks and writing tools.

- Use of BBC Bitesize, Oak Academy, Spelling Shed, SumDog, Rapid Phonics, Phonics Play, Natterhub, Espresso, Discovery Coding/Education.

5. Home and School Partnership

John Clare Primary School is committed to working in close partnership with our families with mutual respect and dignity. John Clare Primary School recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

John Clare Primary School will continue to use Google Classroom as part of normal classroom provision to ensure that pupils are kept up to date with how to use the platform and how to find their learning tasks. The platform will also be used for the setting of homework tasks.

John Clare Primary School will provide a refresher online training session for parents on how to use Google Classroom as appropriate, and, where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. John Clare Primary School would recommend that each 'school day' maintains structure. However, the School recognises that each parent/carers' situation is different and will therefore endeavour to provide further support to families who are unable to follow the suggested 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 or providing any support needed be an issue, parents should contact school as soon as possible as alternative solutions may be available: these will be discussed on a case-to-case basis.

In line with John Clare Primary School's 'digital charter' 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 follow the 'Acceptable Use Policy' at school, which includes e-safety rules and this applies when children are working on computers at home.

6. The Remote Curriculum

A child's first day or two of being educated remotely might look different from our standard approach while we take all of the necessary actions to prepare for a longer period of remote teaching.

In the immediate period after a child is sent home or school are closed (fully or partially), children will be able to access learning provided on Google Classroom, including links to external resources, such as Oak National Academy.

Your child will be taught the same curriculum remotely as we do in school, wherever possible and appropriate.

The remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception, Year 1 and Year 2 pupils = 3 hours, with less for younger children

Years 3-6 = 4 hours

We recognise that some pupils will not have suitable online access at home. We will work with families and take the following approaches to support those pupils to access their remote education:

- We will offer the loan of a Chromebook/laptop or other suitable device;
- We will share information with parents/carers to enable them to access information about devices that may enable an internet connection;
- We will offer to print materials out if families do not have internet access;
- We will liaise with families to find a mutually convenient way in which completed learning can be shared with/submitted to their teachers.
- We will use a combination of the following approaches to teach pupils remotely:
 - Some live lessons via Google Meet;
 - Recorded teaching (including those made by teaching staff and those provided online e.g. by Oak National Academy);
 - Textbooks and reading books which pupils will have at home;
 - Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences;
 - Longer term project work.

7. Roles and responsibilities

Teachers

John Clare Primary School will provide a refresher training session and induction for new staff on how to use SeeSaw and Google Classroom.

When providing remote learning, teachers must be available between the hours of the normal school day. 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:

- Setting work:
 - Teachers will set work for pupils in their classes.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible – this will be shared in a weekly folder and be updated throughout the week.
 - Activities to promote physical and mental wellbeing will also be set weekly.
- Providing feedback on work:
 - Reading, writing and mathematics work will be commented on daily, where appropriate.
 - All curriculum tasks will be commented on throughout the week.
- Keeping in touch with pupils who are not in school and their parents:
 - In scenarios in which whole classes are learning remotely, the Class Teacher will engage with their class through the SeeSaw platform or Google Classroom stream at determined points each day.
 - Where individual children are learning remotely, the Class Teaching will check in with them daily through a variety of means, including Google Classroom stream, telephone calls to parents etc.
 - 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. Teachers must keep a record of online attendance and share any concerns with a member of SLT.
 - Any issues 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 during their normal working 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 assistants must complete tasks as directed by 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 –such as through 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 Leads (DSLs)

The DSLs 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 are 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 SENDCo

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 Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support needed.
- Liaising with families of children with SEND regularly.

The school's Business Officer

- 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 by contacting them through SeeSaw, Google Classroom or their email.
- Continue to communicate effectively with their teacher if they are not able to complete work.
- Follow the Google Meet Protocol (appendix).

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school in a timely manner to ensure that the Home/School Partnership continues to be effective and positive during the remote period.
- Continue to be respectful when raising concerns or issues with staff.
- Take care and responsibility for any IT devices and materials loaned from the school.
- Follow the Google Meet Protocol (appendix).

Local Governance Committee (LGC)

The LGC 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.

8. Links with other policies

This policy is linked to our:

- Safeguarding Policy
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety - Acceptable Use Policy

Appendix – Google Meet Protocol

Important disclaimer: By accessing the Google Meet session, you are agreeing to share your personal information and data within a controlled school group. You are also agreeing to the terms of use below.

Please be aware that the following apply to 'live' Google Meet sessions:

- An adult must oversee their child/ren on the Google Meet session.
- Meeting links will be shared via Google Classroom.
- Switch the settings to have microphones and videos off when joining a session.
- Sessions are NOT to be recorded by parents or pupils.
- During sessions, screen shots using the device or other devices are strictly NOT allowed.
- Ensure the host (Teacher) is in control of who can control the screen.
- Learn how to mute and unmute, including video screens.
- Be conscious of background environments and others in the room. If you are asked by the hosting adult to turn on your video, consider changing the background to a neutral scene.
- Staff will wear their school identification badge during the session.
- No 1:1 lessons should take place, groups only.
- Staff and pupils will wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Language must be professional and appropriate, including any family members in the background.
- Videos may be muted for both pupils and staff if other children in the household become unsettled or cause a disruption.
- Please note if you are late for the session, you can still join.

Sessions may be recorded by the school for safeguarding reasons. These recordings will be uploaded onto Google Classroom for those pupils who are unable to access the session 'live': these recording will be stored safely and removed in compliance with our GDPR policy for data retention.

Helpful tips for pupil's success using Google Meet:

- Make sure you are muted when not talking.
- Please keep your video screen turned off, unless requested otherwise by the hosting adult.

- Use the 'hands up' button or chat function if you have a question or query.
- Be yourself and respect others – think carefully about what you are going to say and/or write.
- Use reactions to engage with your class.
- Any behaviour deemed not appropriate, pupils will be warned once then the next time removed from the session.
- Focus on what is being taught or said, rather than distracting others.
- Make sure the adult you see is wearing their school ID badge.