



We are all part of God's vine and are rooted in His rich soil. We are nurtured and supported so that we may grow and spread out into the world to love and to serve.

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5

Goring CE Primary School REMOTE EDUCATION POLICY

Policy approved by the Curriculum Committee on: 10 January 2021

Signed Chair of Governing Body

Aims

This policy has been written as guidance for staff and parents during the time when not all pupils can attend school due to COVID-19. It sets out the school's approach to engaging children in their learning, while recognising the differing needs and situations of our families. This policy applies to all children learning at home, regardless of whether they are also currently attending school on a part-time basis.

This policy should be read in conjunction with our:

- Child protection and safeguarding policy and the COVID-19 addendum to this policy (<http://www.goring.oxon.sch.uk/goring-primary-school/policies/>)
- Data protection policy and privacy notices
- Acceptable use agreements

The specific aims of this remote education policy are to:

- Ensure consistency in the school's approach to remote education
- Set out expectations for all members of the school community with regard to remote education
- Provide appropriate guidelines for data protection

A flexible approach

We understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one internet-enabled device to share while others may have more and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time. Some children will be able to work more independently while others need greater support.

We have therefore endeavoured to provide a flexible approach to remote education, while complying with requirements set out by government for schools.

We recognise and understand that this is likely to be a stressful time for everyone. Some children may be reluctant to complete the learning tasks for many different reasons. We encourage parents to continue to be mindful that their child's home is not their usual formal learning environment and that they may struggle to adjust to an unfamiliar routine.

Roles and responsibilities

Teachers are responsible for:

- Setting daily tasks using the Microsoft Teams platform relating to a range of subjects which are accessible by all children in that year group, are engaging and promote an appropriate level of challenge. The Microsoft Teams User Guide is available on the 'Covid-19' page on the school website.
- Leading whole-class daily live lessons on Teams to enhance learning and encourage interaction between pupils and their teachers.
- Providing timely feedback on work submitted via Teams.
- Keeping in touch with pupils and parents, via email and telephone, and offering specific support when needed.

Pupils and parents are responsible for:

- Completing the range of activities and tasks set and submitting work where required, and attending the live lessons where possible. There is no expectation that a child completes the remote education activities if they are unwell or circumstances at home are such that the completion of the task causes unnecessary stress and anxiety to the household.
- Seeking help from class teachers if they are struggling with remote education or have specific questions (using the office.3803@goring.oxon.sch.uk email).
- Alerting teachers to any changes to family circumstances or the child's wellbeing.
- Ensuring children are staying safe online by supervising their child's internet access and ensuring that parent controls are enabled on any devices the children may be using. The code of conduct for live lessons is provided at the end of this policy.

The senior leadership team are responsible for:

- Continuously monitoring and reviewing processes in place relating to remote education.
- Providing support to staff, children and families in the school community.
- Ensuring additional support is available for vulnerable pupils and those with SEND and other specific learning needs.

The governing body are responsible for:

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

Guidelines for reading

On our school website at <http://goring.oxon.sch.uk/curriculum/reading/> there are links to useful resources that parents can use to support their child. It is important that every child reads a variety of age-appropriate texts, including a range of fiction, non-fiction and poetry. It is vital that parents support their children with reading at home, regardless of the age of the child. Due to the current restrictions, access to reading material in school, for those who have been able to return, is limited.

Key Stage 1

Where possible, children should read with an adult at least 4 times a week. For those children who are at the beginning of their reading journey, we strongly recommend that parents use phonic strategies to support their sounding out and blending of unfamiliar words. This will help to develop their fluency and confidence when reading. It is also important for children to learn high-frequency words that cannot be read phonologically.

To further support a child's reading, it is important that there is a balance between the fluency of their reading and their comprehension of the text they have read. Asking questions about what has been read, making predictions about the story to come, and asking simple inference questions will help to support a child in understanding these texts.

Key Stage 2

Where possible, children should read at least 4 times a week—including once with an adult. Frequent reading will help to develop their fluency. It is important that there is a balance between the fluency of their reading and their comprehension of the text they have read. Asking questions about what has been read, making predictions about the story to come and asking inference questions will help to support a child in understanding these texts.

Other resources to supplement remote education

There are many remote education resources available to children and parents, and we would encourage parents to make use of any of these that aid their child's learning. A list of online education resources can be found using the following link:

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources#history>

If parents feel that online teaching would benefit their child (in addition to the Teams learning we are offering), we strongly recommend that they make use of the Oak National Academy resource and BBC Bitesize.

Data protection

When accessing personal data for remote education purposes, all staff members will ensure that they are doing so securely. All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper- and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

Safeguarding

See the COVID-19 amendments to the Child Protection Policy.

Reviewing this policy

This policy will be in place until such time as school reopens to all pupils on a full-time basis. It will be reviewed by the senior leadership team and approved by the Governing Body as and when updates to relevant guidance are provided by the government.

Code of Conduct for live lessons as part of Goring C of E Primary school's remote education offer

Please read through the following with your child. Please ensure that your child understands that the live lessons are an extension of the classroom and they should conduct themselves accordingly. This should include:

- Making sure your child accesses the live lesson in an environment that is quiet, safe and free from distractions. This should not be from a bedroom and we would strongly suggest that your child sits at a desk or table.
- Please be on time for the live lesson. The live lesson will start punctually at the time allocated.
- Please ensure your child is dressed appropriately for the live lesson.
- Please ensure your child interacts patiently and respectfully with their teacher and classmates.
- After the initial welcome, teachers may mute the children and ask them to turn their cameras off.
- Please DO NOT, under any circumstances, record or take photos of the teacher, classmates or any part of the live lesson.
- Please ensure that you, as a parent, are not visible at any time on the camera. This is distracting for all other children who will be taking part in the live lesson.
- If a child or parent does not abide by the above guidance they will be removed from the live lesson.