



REMOTE EDUCATION POLICY

Priestley Smith Specialist VI School

January 2025

Policy review date: January 2026

Policy status: Statutory

Responsible member of SLT: Joanna Garvey Headteacher

Priestley Smith School is committed to the rights of the child as outlined in the UN Convention and is working towards Rights Respecting Schools Gold award. This belief influences everything the school does and impacts upon all our policies.

Article 3 The best interests of the child must be a top priority in all things that affect children.

Article 23 A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.

Article 28 Every child has the right to an education.

THIS REMOTE EDUCATION POLICY AIMS TO:

- Ensure bespoke approaches to remote learning pupils with different accessibility needs regarding their vision and their cognition, who aren't in school through use of quality online and offline resources, including specialist resources where appropriate
- Provide clear expectations to staff with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of motivation, Health and Well-Being and utilising parent / carer support
- Consider continued education for staff and parents (e.g. CPD, Supervision and opportunities to engage with teachers)
- Support effective communication between the school and families and support attendance where possible.

WHO IS THIS POLICY APPLICABLE TO?

- A child who is absent because they are awaiting test results or they have been asked to isolate due to be a close contact and cannot undertake daily testing. The rest of their school bubble are attending school and being taught as normal.
- A whole class/year group bubble who is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19 and on the advice of HE the bubble has been asked to isolate as part of the outbreak management plan.

Remote learning will be available through some online teaching, electronic work sent to the pupil or via hard copies or emailed home to parents. Any individual child who is absent for a Covid-19 related reason will immediately be able to access this.

For a whole bubble, this learning will provide an interim measure and it will be supplemented with online virtual learning where possible as the teacher will be simultaneously delivering learning in the classroom at times..

CONTENT AND TOOLS TO DELIVER THIS REMOTE EDUCATION PLAN

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (for example, Microsoft Teams or Zoom, as well as for staff CPD and parents sessions).
- Use of Recorded video (or Live Video if used) for instructional videos and additionally for story time
- Phone calls home
- Printed learning packs appropriately differentiated for the child's VI needs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize and other online resources such as Oak Academy

HOME AND SCHOOL PARTNERSHIP

Priestley Smith Specialist School is committed to working in close partnership with families and recognises each family is unique and each child's needs are unique, and because of this remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Priestley Smith Specialist School would recommend that each 'school day' maintains structure.

We would encourage parents / carers 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 and is appropriate to their needs. School cannot guarantee that the chosen platforms will work on all devices. We can provide help and support for parents / carers in accessing virtual platforms where necessary. Should accessing work be an issue, parents / carers should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

We would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet. [Digital 5 a day | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](#) [HAVE WE DONE THIS??? A NEW LETTER HOME IS NEEDED I THINK](#)

All children have either read or been guided through an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

FLEXIBILITY OF LEARNING

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards KS4 and 5 examination subjects.;
- teachers may be trying to manage their home situation and the learning of their own children;
- systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success, and so we will be mindful of this in setting up and evaluating all remote learning.

ROLES AND RESPONSIBILITIES

TEACHERS

When providing remote learning, teachers will be available during the normal school day if they are working from home or without children in the class, but may also have children in the classroom. Where possible and necessary, Priestley Smith Specialist School will provide refresher training session and induction for new staff on how to use online platforms for teaching as appropriate.

If teachers are unable to work for any reason during normal school hours, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure and, where possible, the school will set up alternative measures as necessary.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes, through daily online inputs and emailing and posting home appropriately differentiated work.
 - Ensuring that pupils continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations where necessary
 - 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.
 - Identifying the level of support
- Providing feedback on work:
 - Work that is submitted via email or returned to school will be responded to by teachers regularly, through email or telephone call.
 - Teachers will not be required to immediately respond to submitted work outside of the school day hours.
- Keeping in touch with pupils who aren't in school and their parents:
 - 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 with engagement.
 - Safe and well calls will be made once a week during remote learning, or more frequently if there is a concern.
 - All parent/carer emails should come through the school office account enquiry@priestley.bham.sch.uk

- 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.
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TEACHING ASSISTANTS

Teaching assistants must be available during their normal school 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 assistant 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
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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.

IT TECHNICIANS

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
 - Helping staff with any technical issues they're 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
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THE SCHOOL FINANCE MANAGER AND HEADTEACHER

- Ensuring value for money when arranging the procurement of equipment or technology.
 - Work with the IT provider to ensure adequate filtering and monitoring is in place in school.
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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
- Alert teachers if they're 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 can't complete work
 - Seek help from the school if they need it
 - Be respectful when making any complaints or concerns known to staff
 - Ensure that no live or recorded online teaching session is shared on the internet or any social media platform
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GOVERNING BODY

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

LINKS WITH OTHER POLICIES AND DEVELOPMENT PLANS

This policy is linked to our:

- Safeguarding Children Policy
- Positive Behaviour Management Policy
- GDPR AND Data Protection Policy and Privacy Notices
- E-Safety Policy and Acceptable Use Policy