

## Remote Education Policy

### Covid-19 arrangements

In line with best practise and following the Department for Education (DfE) guidance, the Boxing Academy has developed the following Remote Education Policy to be applied for pupils are unable to attend when they need to self-isolate.

DfE Guidance:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks>

#### 1. Ethos

The Boxing Academy has always strived to support our parents & children in the best way possible to make learning purposeful, effective and accessible. Our strategy for remote learning is intended to continue this provision.

#### 2. Purpose

This Remote Education Policy aims to:

- Ensure access to remote learning for all pupils who are unable to attend school through use of structured, quality online and offline resources, including possibly video facilities.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning.
- Assure continuous delivery of our core values and work of the school curriculum, as well as support of motivation, health and well-being and parent support.
- Support effective communication between the school and families to encourage engagement/ attendance to learning and best practice around remaining safe online.

#### 3. This policy is for:

- A child who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- All children if the school is required to close as a result of national guidance.

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- Remote learning will be shared with families when they are absent due to Covid related reasons at start of week or children who are sick and unable to access learning due to illness.

#### **4. Curriculum**

- As far as practically possible, we will teach as much of the same curriculum remotely as we do in school. However, we will need to make adaptations in some subjects.

#### **5. Delivery**

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

- Online tools for KS4 (for example, MS Teams, Google, EZY Science, MathsWatch) as well as for staff CPD and parent sessions.
- Use of recorded or live video for live lessons or 1-2-1 sessions with teachers and pod leaders.
- Printed learning packs
- Phone calls and messages home.
- Physical materials such as story books and writing tools.

#### **6. Home and School Partnership: expectations**

We are committed to working in close partnership with families and recognise each family is unique. Consequently, different approaches will be developed. Remote learning may look different for different families in order to suit their individual needs and the needs of the young person.

Staff will work with families to assess suitable home learning activities.

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 is realistic.

Our staff will provide regular contact. This will be daily/weekly telephone calls by the pod leader or teachers.

We expect parents to support in setting routines at home that support learning. If a child does not have digital or online access we will provide a laptop, wifi access dongles, and if this is still unworkable we will deliver hard copies or other alternatives.

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## 7. Roles and responsibilities

### Teachers

When a whole class or bubble is isolating, teachers need to make themselves available for work in line with their directed time. 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.

For extended periods of time away from school, the class teachers will ensure the values and targets within the pupils EHCP's are being included when planning work and monitoring progress.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes.
- Weekly/daily work will be shared with families to encourage active involvement where possible.

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, they should be contacted via phone to assess whether staff can assist with engagement.
- All parent/carer emails should come through the school email accounts or MS Teams accounts.
- Any complaints or concerns shared by parents or pupils should be reported to a member of Senior Leadership Team (SLT) – for any safeguarding concerns, refer immediately to the Designated Safeguarding Lead (DSL) Marika Morrison or the deputy Elliot Pilling.

### Pod leaders

When a whole class or bubble is isolating, pod leaders need to make themselves available for work in line with their contracted 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.

### Leadership Team

Senior leaders are collectively responsible for:

- Co-ordinating the remote learning approach across the school including monitoring of engagement and effectiveness.

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- Ensuring security of remote learning systems, including data protection and safeguarding considerations.
- Making sure all EHCP reviews and planned parents evenings continue, where pragmatic, via Zoom or other communications.
- Liaising with the IT team to ensure that the technology used for remote learning is accessible.

### **Designated Safeguarding Lead (DSL)**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy. The DSL will work very closely with all staff who will report if children or families do not engage or respond to communications.

### **Business Manager and Remote Learning Manager**

The Business Manager will review the security of remote learning systems and flagging any data protection breaches to the data protection officer.

The remote learning manager is John Dixon. He will attend to issues concerning technology, helping staff (and when possible parents) with any technical issues being experienced, passwords that may need changing or assisting pupils, staff and parents with accessing the internet, MS Teams or other apps to support learning or safeguarding.

### **Pupils and parents**

The school understands that some learners may struggle to engage in working at home. Our work with families to set realistic expectations which may be different for all learners.

### **Governing Board**

The governors are 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 and development plans**

This policy is linked to our safeguarding policy and data protection policies.

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