



**Sunninghill**  
PREP SCHOOL DORCHESTER

**Date of Review: Sept. 2022**

**Review Due: Sept. 2023**

**Approving Body: Education  
Committee**

**Date of Approval: 29<sup>th</sup> September  
2022**

## Remote Learning Policy

**Owner:**

Head/Deputy Head Academic

- ☒ Policy required by ISI (inspection use)
- ☐ ISI requirement for publication on website
- ☐ Internal decision to publish on website
- ☐ Internal only
- ☐ Required reading for all staff

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## **1. Statement of School Philosophy**

*Sunninghill has always strived to be creative, innovative and 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 (incl. SEND) who are not in school via a blended learning approach. This includes the use of quality online and offline resources and teaching videos either recorded or live, as appropriate.
- Provide clear expectations to all members of the school community with regards to the delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support of all pastoral issues.
- Consider continued education for staff and parents (e.g. CPD, supervision and parent meetings).
- Support effective communication between the school and families and support attendance.

## **3. Who is this policy applicable to?**

- A child (and their siblings if they are also attending Sunninghill) is absent because they are Covid-19 positive and/or required to self-isolate. The rest of their class are attending school and being taught as normal.
- A child's whole class is not permitted to attend school due to Covid-19 and the rest of the school are being taught as normal.
- The whole school in the event of closure by order of the DfE.
- A child who is absent for more than 3 days for any reason will be contacted by the Deputy Head Academic to ascertain appropriate support.

## **4. Content and Tools to Deliver This Remote Education Plan**

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS: Tapestry plus Google Meet for Reception class.
- Online tools for Years 1 to 4: Seesaw, Google Meet video-conferencing, Purple Mash.
- Online tools for Years 5 to 8: Seesaw, Google Workspace including Google Meet video-conferencing, School email.
- Use of pre-recorded video in Seesaw/Tapestry.
- Video-conferencing for tutoring/ start of day registration, as appropriate.
- Phone calls home.
- 'School Ping' parent communication system.
- Printed learning packs and resources e.g. CGP books.
- Physical materials such as story books, whiteboards/pens and writing tools.
- Use of resources such as: BBC Bitesize, Oak Academy, Hamilton Trust, White Rose Maths, My Maths, Sumdog, AbacusMaths. Juniors: Twinkl, Spelling Shed, Phonics Play.

## 5. Home and School Partnership

Sunninghill Prep School is committed to working in close partnership with families and recognises that each family is unique and because of this, remote learning will look different for each family in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would encourage parents to support their children's work by allocating an appropriate supervised study area and ensuring that they have regular breaks (away from a screen).

Every effort will be made by staff to ensure that work is set according to the school timetable/revised timetable. Should accessing work be an issue, parents should contact the school promptly and alternative solutions will be available. These will be discussed on a case-by-case basis.

All families (and staff) sign an *Acceptable Use Policy* on joining the school which includes e-safety rules and it is useful to note that this still applies when using computers at home, for the purpose of school work.

Sunninghill Prep School will offer online training for parents on how to use Google Meet and Seesaw.

## 6. Roles and responsibilities

### Teachers

School staff must adhere to this policy at all times, during periods of remote learning.

Sunninghill will provide training for staff on how to use online platforms such as Seesaw/Google Meet. It is important to note that the *Acceptable Use Policy* signed by all staff also applies when using school equipment outside school.

If staff 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.

Any defects with school-owned equipment used for remote learning must be reported promptly to the Deputy Head Academic or Bursar.

When providing remote learning, teachers are responsible for:

### Setting work:

- Teachers in Nursery and Reception will set work on *Tapestry*.
- Teachers in Year 1 - 8 will be set work on *Seesaw*. School email may also be used for older pupils.
- The work will be set in accordance with a revised remote learning timetable provided by the school. Where possible, teachers will set work the night before to allow parents time to prepare resources if needed.
- In the event of a whole class working from home/school closure, teachers will contribute their planning to a weekly curriculum map which will be collated by the Deputy Head Academic and communicated to parents, if the closure is expected to last longer than a week.

### **Monitoring attendance and completion of work**

- The Deputy Head Academic and Deputy Head Pastoral track pupils' attendance in school daily and reasons for absences are recorded and monitored.
- In the event of learning remotely, teachers will monitor their pupils' attendance and completion of work. If a teacher is concerned about the amount and/or quality of completed work for any pupil, this must be reported, in the first instance, to the tutor for follow-up. If the situation does not improve after this intervention, the tutor will pass the concern onto the Deputy Head Academic and Deputy Head Pastoral for follow-up in line with our school policies.

### **Providing feedback on work**

- Teachers will continue to provide feedback on submitted work. This may be written, or take the form of an audio or video recording or a combination of these methods.

### **Live teaching/tutoring**

- Only Sunninghill's secure Google Workspace platform (includes Google Meet) may be used for live teaching/tutoring with pupils. All pupils and staff have a login which is their school email address.
- Teachers will notify Parents in advance of any Google Meet sessions via School Ping. This is not necessary if it is a regular lesson and details have been previously included on a home learning timetable. To aid parent supervision, information will include the start/finish time and meeting code.
- Teachers must be aware of online safety issues (*see E-Safety Policy*) and not initiate 1-1 video-conferencing with a pupil.
- The *Staff Code of Conduct* policy applies in periods of remote teaching and learning.
- Any concerns around inappropriate use of school learning platforms, including email, must be reported promptly to a member of the Senior Leadership Team (SLT).
- To support the activity of monitoring remote teaching and learning, a member of SLT may drop into any Google Meet session.

### **Tutoring: keeping in touch with pupils who are not in school, and their parents**

- Maintaining an excellent level of pastoral care is of key importance to us, and tutors will provide regular tutor meetings to maintain contact. This could be via telephone or a group video-conference.
- We expect pupils to maintain their strong work ethic even if they need to work from home. If there is a concern around the level of engagement of a pupil, parents will be contacted by the tutor to provide assistance in the first instance.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT.
- **Safeguarding concerns must be reported immediately to the DSL, Sarah Smith** [dsl@sunninghill.dorset.sch.uk](mailto:dsl@sunninghill.dorset.sch.uk)

## **Teaching Assistants**

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure.

During the school day, teaching assistants will continue to complete tasks where possible, as directed by the class teacher or a member of 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 through meetings with teachers, reviewing work set on Seesaw and reaching out for feedback from pupils and parents. Class reps meetings are also a useful vehicle for gathering feedback.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- To help ensure the quality and safety of remote teaching, SLT members will periodically drop into live Google Meet lessons. To facilitate this, the Google Meet codes used by teachers are shared with SLT and stay the same each week. Codes are also available on home learning timetables, which are sent to parents.

## **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 (Jon Stow, DDBi)**

IT technicians are responsible for:

- Fixing issues with the network.
- 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.
- Advising on difficulties pupils and parents may have when with accessing the internet or devices.

## **The SENCO**

Liaising with the Deputy Head Academic/ICT technician 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 pupils with additional needs and promoting best practice for home learning amongst teachers.

## Pupils and parents

### Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers (unless alternative arrangements have been agreed).
- Seek help if they need it, from teachers.
- Alert teachers if they are not able to complete work for any reason.

### Staff can expect parents with children learning remotely to:

- Supervise their children, especially when using the internet.
- Ensure there is adequate internet provision at home and reasonable access to a computer/ suitable mobile device e.g. iPad.
- Ensure their children use the learning platforms and technology for remote learning safely, and show consideration for others.
- Ensure their children have a suitable quiet workspace and stationery/equipment.
- Make the school aware if their child is sick or otherwise unable to complete work.
- Seek help from the school if they need it. (**Childline** is also an excellent starting point for a variety of childhood issues including anxiety and bullying. Tel. 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)).
- Report any difficulties, technical or otherwise, directly to a teacher/SLT. Remain respectful when making any concerns or complaints known to staff.

## Board of Governors

The governing board 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.

## 7. Links with other policies

This policy links with our:

- *Safeguarding Child protection policy*
- *Behaviour policy*
- *Attendance policy*
- *Data protection policy*
- *E-Safety policy*
- *Acceptable Use Policy*
- *Teaching and Learning policy*
- *Staff Code of Conduct*