

MILLHOUSE PRIMARY REMOTE EDUCATION STATEMENT

(ADAPTED FROM STATEMENT FROM BARNSELY SCHOOLS' ALLIANCE)

Commitment to remote education

All schools have a duty to provide safe remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19) with effect from 22 October 2020. Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we are committed to offering immediate remote education in a way that safeguards pupils from harm in a digital world.

Every school is unique and school leaders know best which approaches will secure the engagement and progress of their learners. The Barnsley School's Alliance is committed to securing consistently high-quality remote education for all pupils and, to this effect, has an extended offer of support for any school requesting additional advice and guidance when developing and implementing their remote education plans. We will access this support as and when required.

Remote education is much more than setting work. School leaders will ensure that all learners continue to access the curriculum through high-quality online and offline resources and teaching videos linked to the curriculum expectations of our school. We will not rely on projects or independent research activities to simply keep pupils busy. However, when combined with high-quality teacher input and accompanying resources, these approaches can be effective.

We are committed to six underlying principles, as agreed by the Barnsley School's Alliance, which underpin our remote education plans:

1. Safeguarding pupils from harm, online and offline, remains the key priority.
2. Pupils will continue to be taught a well-sequenced curriculum.
3. Teachers will continue to set work that scaffolds pupils' practice and helps them to apply their new knowledge and skills.
4. Pupils will continue to receive feedback that helps them to make progress.
5. No child should be disadvantaged by a lack of technology at home.
6. Remote education plans should not place unreasonable demands on parents' help or support, or the workload of teachers.

At Millhouse Primary School the platform we have chosen to support remote teaching and learning is Purple Mash in conjunction with Seesaw. We are committed to providing the training, support and guidance required to ensure that school staff, parents and pupils feel confident to use our system safely and effectively.

We will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. However, we will do our very best to support all pupils to access our online learning offer at home, such as by loaning additional laptops or other hardware as appropriate.

Our approach has been carefully considered in relation to the pupils' age, stage of development or special educational needs. We are committed to working with parents and carers, especially those of younger children and pupils with SEND who may not be able to access remote education without adult support, to ensure all pupils continue to access a broad and ambitious curriculum.

Delivering remote education

- 1. We will ensure that pupils have meaningful and ambitious work each day in a number of different subjects. We will plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers**

Where individual pupils are isolating, we will mirror as far as practical, the learning taking place in class. Teaching resources will be shared, activities set and feedback given via the Purple Mash platform. Teachers will maintain daily contact with pupils via email on Purple Mash.

In the event of a full bubble closure, teachers will maintain daily contact with pupils via Purple Mash email. The seesaw platform will be used to support teaching – enabling staff to share video inputs and relevant resources across the curriculum. Use of existing high quality resources will be made where appropriate/ aligned with school planning e.g Oak National Academy resources/ White Rose maths.

- 2. We will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.**

Planning for pupils within school and those receiving remote education will be based on the school's long term curriculum map and school subject specific progression maps.

- 3. We will provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.**

During a bubble closure, we will use the Seesaw platform to share video inputs from class teachers where appropriate in order to provide clear explanations of new content. We will also use video lessons from the Oak National Academy, where these align with our own curriculum. We will continue to make use of the White Rose Maths resources, including the video teaching resources.

- 4. We will gauge how well pupils are progressing through the curriculum and set a clear expectation on how regularly teachers will check work. We will enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.**

Teachers will provide feedback on work received on a daily basis in line with usual classroom practice for individual pupils who are self-isolating and during a full bubble closure.

Work will be appropriately differentiated to enable access for all pupils.

Engagement/ completion of home learning will be monitored with staff making contact with parents to explore reasons for non-engagement and offering support

where needed. The importance of pupils completing home learning will be stressed with alternatives to online learning provided where this is a barrier to engagement.

- 5. In addition to the information on what schools should be doing to protect their pupils online, as outlined in the statutory guidance keeping children safe in education, we will implement any additional measures that will help to keep pupils safe online.**

Further details can be found within MPS Safeguarding and Child Protection Policy (Sept 2020), published on our website. On the home learning hub page of the website, links are provided for parents to support the safe use of online tools/ learning. Regular updates in this area are provided within our newsletters for parents. Pupils are taught e-safety as part of their IT and PSHE curriculum. Staff monitor use of IT closely and report any issues in line with school policy.

Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so.

We will ensure that the teaching and learning offered to all pupils, but especially our most vulnerable pupils, secures their interest and engagement.