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# Plan for Remote Education

September 2022

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Pardes House  
Primary School

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Headteacher: Rabbi J Sager  
Menahel: Rabbi S Roitenbarg

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## **POLICY FOR REMOTE EDUCATION**

Schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school (DfE).

### **Introduction**

At Pardes House Primary School, our primary aim is the safety and well-being of our staff and pupils. We recognise that a school closure will impact differently on all of us and we acknowledge that children and families will face a variety of situations and challenges. With this in mind we take all steps possible to keep school open, but have a remote education plan in place should the school need to close.

The purpose of the Remote Education Plan is to ensure that in the event of a whole school, individual class or year group closure, we can support our pupils and ensure minimal disruption to their Kodesh and Chol learning as best possible.

### **Aims**

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school. For this reason, remote education will only be considered as a last resort when the alternative would be no education (DfE January 2023).

### **Scenarios where remote education would be considered**

- School closures or restrictions on attendance, where school access for pupils is restricted, possibly due to safety issues/concerns.
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness.
- Contradictory to guidance from local or central government

Providing remote education does not change the imperative for us to remain open or to reopen as soon as possible. Every effort will be made to ensure pupils can be taught in person by attending school or if appropriate and possible, attending a safe alternative site. After exploring all options to ensure our school remains open to all pupils, there may still be some exceptional occasions when the school's leaders or the Local Authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government.

If restricting attendance for our pupils is the only viable option, our school will consider providing remote education to help pupils stay on track with the education they would normally receive.

## **Remote Education Plans**

It can be helpful for schools to have a plan in place that outlines any remote education procedures for teachers, parents, carers and pupils. Remote education plans are particularly useful during emergency closures where the decision to close can often be made at short notice. This is our school's Remote Education Plan

## **Teaching and Learning**

Our aim is to keep our core purpose of teaching and learning continuing as effectively as possible. The purpose of this is to:

1. Ensure continued progress in learning;
2. Maintain sense of learning discipline for children;
3. Keep pupils minds active;
4. For pupils (and parents) to retain that important connection with teachers and rebbes.

During a school closure each pupil will be expected to continue learning at home, based on lessons prepared by their teachers and rebbes. We will continue to have high expectations of all pupils to complete the work set and in the learning that takes place.

## **KODESH – RELIGIOUS STUDIES**

### ***Home Learning – Method 1 (work packs)***

- Either the school or another collection point will be appointed where the boys from all classes will collect the Kodesh booklets relevant for their studies. The booklets are put in envelopes for each boy to come and collect at a certain time.
- Reception, Year 1, 2 and 3: lessons will be pre-recorded by the rebbe. Each day a link will be sent to parents by email, for them to upload. Each day a lesson will be sent from approx. 30 minutes for the boys to watch. The lessons are mostly recorded in their classes in order for them to feel as much as possible in their own classroom.
- Reception will be adding a daily phone call to revise their Kodesh reading.
- Year 4, 5 and 6: there will be two daily phone conference lessons every morning with a break from 30 minutes in between.
- Year 6 will receive an additional short video pre-recorded daily lesson, which will be sent after the phone lessons.

### ***Home Learning – Method 2 (via email)***

- In the event that it is simply not possible to have parents coming out to collect Kodesh learning packs from the school or elsewhere, arrangements will be made to share these via email, as much as possible.

## **CHOL – NATIONAL CURRICULUM**

Depending on the nature of the school closure and the amount of warning time beforehand that this is coming, there are two methods that we will go about this for Chol as the nature of planning, teaching and learning in Chol is very different to that in Kodesh:

### ***Home Learning – Method 1 (work packs)***

- A timetable of learning for each week will be shared by class teachers with parents.

- Three lessons a day will be planned by teachers. These will be based on the school's planned and sequenced curriculum so that knowledge and skills are built upon, with clarity about what's intended to be taught and practised in each subject.
- There will be a daily Maths and (at least one) English lesson and a lesson from another subject. One lesson will be planned for Fridays.
- Learning and revision of multiplication tables as well as practising spelling rules will be planned for and actively encouraged.
- Parents are encouraged to read with their children or for children to read to themselves if that is not possible.
- Lesson introduction video links will be shared with parents at the start of each day/week, for Monday and Tuesday, then again on Tuesday afternoon for Wednesday to Friday. These introductions will be specifically for lessons that require it.
- Learning materials will be designed, printed and prepared into work packs for each pupil and as much as possible before a school closure. Parents will be informed that while they may have their boys carry out the work as they wish, it has been structured and set as daily learning and work activities.
- Teachers will adapt learning into 3 versions, while also bearing in mind the needs of individual pupils.
- There are two options for returning completed work to the class teacher:
  1. Bring completed work to the school every Friday between 10.00am and 12.00pm. Completed work not brought back in that Friday timeframe may have delayed marking.
  2. If parents prefer not to return packs to the school, they can scan/take photos of the completed work and email to the class teacher.
- Work will be marked by teachers, outcomes recorded and feedback shared with pupils via parents email addresses.
- Class teachers will maintain records of work received and progress and attainment made with the work set. While work will be marked and progress monitored, the school recognises that we do not know how the learning and work was done at home – by the child on their own, with support and input from a parent and sibling or how much.
- In the event of an extended school closure and depending on the nature of it, teachers will come into school to prepare further workpacks (as far as possible).

### **Home Learning – Method 2 (via email)**

\* In the event that it is simply not possible to have parents coming out to collect learning packs from the school or elsewhere, arrangements will be made to share these via email, as much as possible.

- A timetable of learning for each week will be shared by class teachers with parents.
- Three lessons a day will be planned by teachers. These will be based on the school's planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity on what's being taught and practised in each subject.
- There will be a daily Maths and (at least one) English lesson and a lesson from another subject. One lesson will be planned for Fridays.
- Learning and revision of multiplication tables as well as practising spelling rules will be planned for and actively encouraged.

- Parents are encouraged to read with their children or for children to read to themselves if that is not possible.
- Lesson introduction video links will be shared with parents at the start of each week, for Monday and Tuesday, then again on Tuesday afternoon for Wednesday to Friday. These introductions will be specifically for lessons that require it.
- Learning materials and resources will be shared by class teachers with parents by email (teachers will 'bcc' parents into such emails – data protection and GDPR).
- Learning materials will be designed to require minimal use of printers at home.
- Teachers will adapt learning into 3 versions, while also bearing in mind the needs of individual pupils.
- It is expected that work will be emailed back to the class teacher.
- Work will be marked by teachers, outcomes recorded and simple feedback shared with pupils via email.
- Class teachers will maintain records of work received and progress and attainment made with the work set. While work will be marked and progress monitored, the school recognises that we do not know how the learning and work was done at home – by the child on their own, with support and input from a parent and sibling or how much.

#### **Special Educational Needs and EHCPs**

- For children with special educational needs (SEN) we recognise that a school closure will have an impact on how Education Health and Care Plans are delivered.
- Extra attention will be given to meeting the individual needs of children and young people with SEN and their families in the event of school closure or partial school closure.
- The Inclusion Leader and Kodesh SENCo will work with teachers, Rebbes and parents in this regard.

#### **Health and Wellbeing**

- We recognise that health and wellbeing are paramount and we appreciate that the level of work that might be undertaken by a child will reflect the situation and circumstances at home. Parents should remain in contact with the class teacher, Rebbe and/or Headteacher and Menahel regarding this.
- Teacher and Rebbe wellbeing is also important. Teachers and Rebbes are not expected to respond to phone-calls, messages, emails etc outside of school hours.

#### **Speaking to parents**

- Parents will be informed again of teachers email addresses in order to be in direct contact with them. They are able to contact Rebbes through other means.
- Parents are aware and will be informed again that they will most likely only receive a response from teachers during school working hours: 8.30am – 4.15pm.
- Parent conversations with teachers and Rebbes should be based around their child and class learning and activities, not about whole-school decision-making, strategies, decisions and protocols, which are the remit of the Headteacher and Menahel.

## **Speaking with staff during an extended school closure**

### ***Speaking to pupils - teachers***

- Teachers will offer parents the opportunity for a 1-2-1 phone call from the teacher to their child each week.
- If a parent wishes to take the teacher up on their offer, they should arrange a mutually-convenient time for the call to take place.
- Two phone numbers (max.) should be shared with the teacher. Teachers will not call any other numbers including aunts, uncles and grandparents, searching for the pupil.
- The teacher will call pupils at the set times. If there is no answer from either number, the teacher will try again within half an hour but not again after that.
- If the teacher is unable to make contact after two rounds of attempts, they will email the parents and inform them that they have tried to do so.
- As teachers will set their phones to withhold their personal numbers or simply put '141' in front of the phone number they are calling, parents must ensure they answer calls from withheld numbers at the time they are expecting a teacher to call their child.

### ***Speaking to pupils - Rebbes***

- Rebbes will contact all boys individually. Boys who are in extra need of attention will be contacted every second day by the Kodesh support staff. This will only start if we have a longer period of time out of school.

### ***Speaking to pupils – Learning Support Assistants***

- Pupils with an Education Health Care Plan will be called by their Learning Support Assistant (LSA) on a regular basis during a school closure.
- As LSAs will set their phones to withhold their personal numbers or simply put '141' in front of the phone number they are calling, parents must please answer calls from withheld numbers during this time.

## **Use of technologies to aid learning**

- It is the ethos of our school to not have children actively engage with web-based software at home.
- This includes the use of online video lessons through platforms such as Zoom, nor encouraging children to carry out research online.

### ***Additional comments regarding Zoom:***

- Online lessons are not desirable as the main tool for primary children, as the teacher-pupil interaction is not easily replicated in this way. The bulk of tasks should be flexible lists of activities that can be chosen by pupils and families to do at convenient times.
- Does not replace a teacher and is not as easy as simply placing the child in front of a screen and leaving them to it.
- Is time-bound, which creates issues when there are other children in the home that require access to computers and/or screens. Not all pupils will be able to access the lessons when they are live and will therefore lose out on that interaction and instruction.
- Can easily cause havoc with children messing around with screens, cameras, locations, pulling faces, messaging each other, changing their names etc.

- Not desirable for children to spend even more time sat in front of a screen – it can have a detrimental effect on their sleep, concentration and wellbeing.
- Safeguarding concerns – access to teacher and pupil homes.
- Is not approved by the National Education Union as a tool for teaching.

***Pre-recorded lesson introductions – National Curriculum:***

- Will be used as our alternative to live lessons.
- Allows the teacher to explain key ideas and methods, modelling writing, maths, drawing and so on.
- Can also be paused where necessary and watched at a time that suits the pupil and their family.

***Pre-recorded story time for Reception and Key Stage 1:***

- Teachers will pre-record a short story for their pupils, with the link sent to parents together with the daily lesson links.

**Weekly class newsletters (in event of extended school closure)**

- Teachers will continue to prepare these on a weekly basis, emailing them to the Headteacher by 10.00am on Monday mornings.
- The Headteacher will then email these to class parents via the ‘Teachers2Parents’ platform.

**Other school communication**

- The school will continue to communicate with parents via the ‘Teachers2Parents’ text and email system.
- Parents should watch out for and pay attention to school texts and emails, as they will contain important information and sometimes attachments.

**Weekly school assemblies**

- These will be pre-recorded by the Headteacher. Assemblies will be subject/interest-based or based around current and historical events of both a local, national and international nature.
- Teachers will share the names of their ‘Pupils of the Week’ with the Headteacher by Thursday lunchtime that week so they can be announced during the assembly.
- Assemblies will be uploaded to the school website and other links shared with all parents by email.

**Kodesh assemblies**

- These will be pre-recorded by the Menahel, with the links shared with parents by email.

**Senior Leadership**

- All members of the Senior Leadership Team are available to help teachers, provide support and offer advice.
- This particularly applies to the Headteacher, Menahel, Deputy Head and Inclusion Leader, none of whom are class-based.

### **Development and Dissemination**

- The Headteacher and Menahel were responsible for the development of this Remote Education Plan. It was then discussed with teachers, followed by further discussion with the Governing Body of the school and then with the parent class reps.
- This document has been shared with all staff, governors and parents and is available on request by outside bodies such as the Local Authority, Department for Education or Ofsted.