Remote Education Policy for Bidbury Infant School

For the purpose of this policy, remote learning refers to any education carried out at home due to Covid related isolation or closure of the school building.

1. Statement of School Philosophy

Bidbury Infant School 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 (inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos

- Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning

- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being and parent support

- Consider continued education for staff and parents (e.g. CPD, Supervision and parent consultation)

- 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 Bidbury Infant School*) 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's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS and KS1 (*e.g. Edmodo, Oak National Academy, White Rose*)

- Phone calls home

- Printed learning packs

- Physical materials such as story books and writing tools

- Practical activities to complete

5. Home and School Partnership

Bidbury Infant School is committed to working in close partnership with families and recognises each family is 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. Bidbury Infant School would recommend that each 'school day' at home maintains structure.

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 with good levels of concentration.

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

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

When providing remote learning, teachers must be available between 8.30am and 4.30pm.

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.

When providing remote learning, teachers are responsible for:

- Setting work:
    - Teachers will set work for the pupils in their year groups
    - The work set should follow the usual timetable for the class had they been in school, wherever possible
    - Weekly/daily work will be shared
    - Teachers will be setting work on *Edmodo* and will include using Oak National Academy and other online resources for lessons
- Providing feedback on work:
    - Reading, writing and maths work, all completed work submitted by 5pm to be guaranteed teacher response and comments by the end of the following day. This ensures all curriculum tasks submitted will be reviewed by teachers the following day and feedback will be given through *Edmodo*

- Keeping in touch with pupils who aren't in school and their parents:

  From September 2020, the expectation of the Department for Education is that any child who is learning from home due to Covid related isolation must be completing the learning set by the school on a daily basis. There is now an expectation that schools will monitor engagement to ensure a child's continuous learning.

  - If there is a concern around the level of engagement of a pupil, parents should be contacted via phone to assess whether school intervention can assist engagement.
  - Any complaints or concerns shared by parents or pupils should be reported to a member of the Leadership Team (Tarnia Townshend and Julia Quehan) – for any safeguarding concerns, refer immediately to the DSL who is Tarnia Townshend.

Teaching Assistants

Teaching assistants must be available for their normal 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.

During the school day, teaching assistant must complete tasks as directed by class teachers or a member of the Leadership Team.

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 – explain how they'll do this, 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

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

The SENCO

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.

- 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 PSIs
- Identifying the level of support required

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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any issues or concerns known to staff

Governing Board

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 and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices

- E-safety policy
- Acceptable use policy
- Code of Conduct for Staff

Written: September 2020

Review: September 2022