



# **BREWSTER AVENUE INFANT AND NURSERY SCHOOL**

## **REMOTE LEARNING POLICY**

This policy was ratified by the Governing Body on 21<sup>st</sup> October 2020.

Date for review (this policy will be reviewed every three years): Autumn 2023

## **1. Aims**

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them, or alternatives provided

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

- Children who are 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. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

### **3. Resources**

Resources to deliver this Remote Education Plan include:

- Use of Evidence Me to upload links to work set each day and provide feedback and support
- Use of recorded videos (uploaded to Evidence Me) to deliver a phonics/ communication and language session daily
- Use of online resources including Oak Academy
- An exercise book and small stationery pack and when necessary other books and learning materials
- Printed learning packs for those who do not have access to broadband and/ or a tablet or laptop
- Phone calls home, at least fortnightly and more frequently to families that are not communicating via Evidence Me or email

### **4. Approaches to Learning: Our Principles**

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects, including phonics, literacy, maths, science and a range of age appropriate foundation subjects each week e.g. history, geography, RE, art and DT, dependent on the long term plan
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time'; for example, activities to complete in exercise books, phonics games, reading, practical activities and exercise and PE
- Teachers will have access to a variety of resources to share remotely, such as Oak Academy, BBC Bitesize, Phonics Play
- Resources will be quality assured by senior leaders
- All pupils will have access to the resources they need to learn. We will ensure this by sending home printed learning packs to those who do not have access to broadband and/ or a tablet or laptop
- Teachers will communicate the purpose of activities and their success criteria for pupils within their posts on Evidence Me
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families to provide differentiated and bespoke learning activities for children with EHCPs
- Leaders will measure engagement in remote learning by monitoring class emails and Evidence Me observations and use this information to review provision and make changes as necessary.

## **5. Working with Parents**

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND).

We have provided guidance to parents on how to use Evidence Me. Resources will be shared with pupils and parents via Evidence Me or by email.

We encourage parents to support their children's work, and to establish a routine based around the school day wherever possible, though we recognize that parents may be working from home and/ or educating siblings and laptops and tablets may also need to be shared.

Should parents be unable to access online work for any reason, they should contact the class teacher via email in the first instance so that other arrangements can be made.

We regularly promote e-safety in school with children and with parents via our weekly newsletters and will continue to remind everyone about the importance of online safety at home.

## **6. Roles and responsibilities**

### **Senior leaders**

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Lead virtual staff meetings to ensure consistency
- Monitoring the effectiveness of remote learning
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **Teachers**

Teachers will be provided with the necessary training on how to use Evidence me and Oak Academy.

When providing remote learning, teachers must be available between 9am and 4pm

Teachers unable to work for any reason during this time should follow the usual absence procedures.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their class
  - The work set should include phonics (recorded video), English, maths and one foundation subject
  - Teachers will set work using Evidence Me

- Providing feedback on work:
  - All emails and observations on Evidence Me
- Keeping in touch with pupils who aren't in school and their parents:
  - Teachers are expected to make daily contact, via email and/ or Evidence me and at least fortnightly contact by phone
  - If there is a concern around the level of a pupil's engagement, the teacher should phone the parents and discuss how home learning is going and any further support required
  - Teachers should only use their class email address and Evidence Me to communicate with parents and pupils
  - Teachers should check emails and Evidence Me hourly between 9am and 4pm and should respond to all observations
  - Where a parent has a question of query that cannot be answered immediately, this should be done within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
  - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact a senior leader
  - Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view
  - Any complaints or concerns shared by parents or pupils should be reported to a senior leader
  - Any safeguarding concerns, refer immediately to the DSL
- Staff who are required to self-isolate are expected to:
  - Follow the normal reporting procedure for planned absence
  - Obtain a test and share the result of it with school so that appropriate plans can be made
  - If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

### **Teaching Assistants**

Teaching assistants must be available during their usual working 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 assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs
- Assisting the class teacher with supporting pupils

- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities

### **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.

### **The SENCO**

- 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
- Identifying the level of support required by pupils

### **Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine for learning
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by Evidence Me or email or by contacting the school office by phone or email
- Be respectful when making any complaints or concerns known to staff

## **Governing Body**

The governing body 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. Personal Data**

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to the headteacher if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

## **8. Keeping Devices Secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

## **9. Safeguarding**

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training in January 2020.

Staff must ensure all communication with parents and pupils is conducted through Evidence Me or the school email following normal guidance and ensure this remains professional. Staff should keep a log of phone calls made, date, time and who they spoke to.

## **10. Expectations of staff during online meetings**

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

## **11. Links with other policies and development plans**

This policy is linked to our:

- Safeguarding and Child protection policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety policy & acceptable use agreement