

Haslingfield School Endowed Primary School



Remote Education Policy - v3

Chair of Governors:*Paula Durrant*.....

Date Ratified:.....*20/01/21*.....

Date of next Review.....*January 2024*.....

1. Statement of School Philosophy

Haslingfield Endowed Primary 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 approach.

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 for members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support for Motivation, Health and Well-Being.
- Consider continued educational systems for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- 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 Haslingfield Primary) absent because they are awaiting test results or the household is required to self-isolate, which their school bubble are attending school and being taught as normal.
- A child whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Children during a National lockdown.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online interactive tools, used between pupils and staff, for EYFS, KS1 and KS2, for *example: Tapestry or Seesaw.*
- Use of Recorded video for teaching and instruction – 2 x video/day(Eng. and Maths)
- Pupil to staff online conferencing using Zoom
- Use of a learning platform, for example: Purple Mash or MS Teams
- Phone calls home.
- Printed learning packs.
- Use of teacher prepared online activities, including power point presentations.
- Physical materials such as story books and writing tools.
- Use of online software and teaching resources, for example: BBC Bitesize, Oak Academy, White Rose.

The detailed remote learning planning and resources to deliver this policy are sent to families in applicable year groups, including:

- Model Timetable and structure for remote learning
- Downloadable Printable Documents

- Curriculum resources
- Teacher Code of Conduct for Phone calls and recorded Video

5. Home and School Partnership

Haslingfield School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning may 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. Haslingfield Primary School recommends that children are provided with a regular learning routine while at home.

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.

We encourage parents to let each child have their own use of a laptop or tablet while completing their work at the times required by their class teacher. 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.

Every effort is made by staff to ensure that work is set promptly.

The work set, each day, by staff for children to complete is planned to last 3 hours in the EYFS and KS1, while 4 hours of activities is provided in KS2.

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

Whole Bubble in Isolation or National/Local Lockdown

Note: the responsibilities and provisions below relate to a whole class bubble in isolation and would be reduced when there are fewer children in school, refer to Individual and Group Bubble Isolation. Staff sickness would also have an impact on this provision – particularly aspects related to communication.

When providing remote learning from home, teachers must be available between 8:20 and 3:50pm – not including their breaks.

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 classes.
 - Teachers obtain/create 5 min teaching videos, sent to the children for both mathematics and English each school day – informing them of the relevant areas of learning.
 - SEND children to receive differentiated activities when appropriate.

- Daily work will be shared online with their teacher.
 - Teachers in Reception will be setting work on Tapestry.
 - Teachers in Years 1 to 6 will be setting work on Seesaw.
 - Teachers monitor daily, the engagement of children's online activity which is used by the school as a mechanism for registration: reporting back to the School Business Manager when a child has not logged in by 10am.
 - Children are encouraged to take part in weekly Zoom wellbeing conferences with staff, during which parents must be present.
 - Children may return, with their work, an appropriate image, not a video, of themselves, vetted by a parent; providing it does not obscure or detract from the work itself and that their teacher has not specifically requested a piece of work – not to include an image.
 - Teachers may provide individual children with exercise books to complete work if required.
- Providing feedback on work:
 - For English and maths activities, all completed work submitted by 1pm will be responded to by 3:50pm.
 - All curriculum tasks submitted by 3.50pm will be commented on by staff at the end of the week.
 - The school's marking policy, where possible, will be followed when providing feedback.
 - Staff are encouraged to avoid responding to children's work later in the afternoons and evenings and to consider their own well-being: where possible deactivating devices that signal receipt of work during these times.
- Keeping in touch with parents whose children aren't in school:
 - If there is a concern around the level of engagement of a pupil, parents should be contacted via phone; this would be within 1 day of the child having no online activity. The pupil's class teacher or TA will assess whether school intervention can assist engagement unless the parent has contacted the school to register their child sick.
 - During lockdown all parent/carer questions, related to class work provisions should be directed to a child's class email address – clarification of this address can be obtained from the school office - office@haslingfield.cambs.sch.uk
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT.
 - Safeguarding concerns, should be referred immediately to the DSL
 - SEND/Disadvantaged/EHCP Children in these groups will be offered contact support calls – managed by SEND Leader and administered by the school office.

Individual and Group Bubble Isolation

Note: the responsibilities and provisions below relate to Individual and Group Bubble Isolation; which are planned to enable staff to also maintain class teaching provisions, while

giving children the opportunity to maintain an understanding of the curriculum being studied by their peers.

Setting work:

- At the end of each day teacher's email parents a plan/timetable of the day children have been absent from, identifying the learning outcomes, listing the associated resources, activities and useful support materials.
- Teachers may provide individual children with exercise books to complete work if required.

Providing feedback on work:

- Work in books will be marked by staff following the child's return to school.

Keeping in touch with parents whose children aren't in school:

- During lockdown all parent/carer questions, related to class work provisions should be directed to the class teacher via the school office - office@haslingfield.cambs.sch.uk
- Safeguarding concerns, should be referred immediately to the DSL
- SEND/Disadvantaged/EHCP Children in these groups will be offered contact support calls – managed by SEND Leader and administered by the school office.

Teaching Assistants

Teaching assistants must be available during their normal 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 complete tasks as directed by their class teacher or a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they 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
- Assisting pupils and parents with accessing the internet or devices

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, IEPs or vulnerable children.
- Identifying the level of support

The SBM

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Login to Seesaw daily before 10am to register attendance.
- 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
- Be respectful when communicating any difficulties or concerns to staff or other parents: helping to lower anxieties in our community and support and motivate staff who may themselves be managing additional often changing expectations.

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
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video