Remote Learning Policy

This section should be completed following ratification of the Policy:

Committee Ratifying Policy: Curriculum	Date of meeting: 19.1.21

	Name	Signature	Date
Chair of Committee's Approval	Sarah Jones		
Chair of Governor's Approval	Greg Hall		
Recommended Review Date:	Regularly during the pandemic, HT/ SLT/ Named Governor basic review Feb 21		

Ownership

Blisworth Community Primary School is a Local Authority School. It will be displayed on the policy list whether the policy is Local Authority adopted or school produced. The policy is issued by the Clerk to the Governors, to whom any change requests or queries should be directed by emailing admin@blisworth.northants.sch.uk

Version Control

This document is issued and maintained in accordance with Blisworth Community Primary School's procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
1	Jan 21	Remote learning launch	L Jenkins
2	4/2/21	Minor updates following Governor contributions and to reflect further enhancement or remote offer	L Jenkins

Policy No	Blisworth Community Primary School
Version No 2	(Remote Learning Policy)

1. Statement of School Philosophy

Blisworth Community Primary School is fully committed to every child as an individual and will always work to ensure that every child can 'be the best that they can be' across a broad and balanced curriculum, including the effective development of both core subject skills and children's individual character. Our remote learning policy is underpinned by this philosophy.

2. Aims

This Remote Education Policy aims to:

➢ Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are unable to attend 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 with motivation for all and also bespoke approaches where necessary to further support motivation, health and wellbeing and parents

➢ Consider continued education for staff and parents (e.g. CPD, Supervision and technical training)

➢ Support effective communication between the school and families and support remote attendance

3.Who is this policy applicable to?

➢ A child *(and their siblings if they are also attending Blisworth School)* who is absent because they are awaiting test results and the household is required to self-isolate or have received a positive test result for themselves or a family member. 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.

➢ Children learning from home in the event of national or local school closure

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 *(Tapestry /Google Classroom)*
- Use of published and staff recorded videos
- Daily live meets (as far as is possible with staffing availability) to support understanding of the day's learning and an opportunity to ask questions, with teaching on a core concept of the day that is more complex or teachers covering an aspect assessment from remote learning as requiring further teacher input before moving on.

- Two afternoon 'live meets' per week (as far as is possible with staffing availability) to stay connected and undertake wellbeing and shared class activities such as stories
- Phone calls home to provide support and individual actions identified by staff or parents or at the request of pupils via the home learning platforms or admin email
- One to one with pupils on Zoom (with safeguards in place) for identified tutoring of some pupil groups or for one-to-one short to medium term support from school
- Printed learning packs (where following support in receiving technology, these are still required)
- Physical materials such as story books and writing tools. Learning packs delivered to homes for identified pupils (where applicable)
- Use of recognised resources to include - BBC Bitesize, Oak Academy, Times Table Rock Stars, Mathletics, Accelerated Reader, Oxford Owl, Whiterose Maths, Phonics Play, Literacy Shed, Cbeebies Alphablocks and Numberblocks
- Motivation projects such as additional medium term competitions as options
- Individual, private feedback and dialogue from teachers on pupil's submitted work including developmental marking as appropriate to maximise learning and feedback opportunities.

5. Home and School Partnership

Blisworth School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will offer a range of blended learning approaches to enable families to find an effective approach at home in order to suit their individual needs.

Blisworth Primary School will provide pupils in Years 2 – 6 with training to use Google Classroom, including embedding its use as a homework platform. Parents are introduced to and supported in the use of Tapestry from the start of their time at school. Support for children and parents should be provided to those struggling with the platform by the teacher. This could be via the home learning platform, virtual meeting with shared screen, by email or by telephone.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Blisworth School recommends that you establish a home routine that enables the learning and family life to work as well together as possible. An example timetable is included on the learning platforms to support parents in planning how theirs and their child's day could operate. Virtual lessons are staggered through the mornings/ afternoon + day to enable access for more families who are relying upon limited technical devices. Video lessons can be fitted into family timetables.

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 via Google Classroom private message or the admin email address at school to seek support from the teacher.

All children, parents and teachers are required to follow and 'Remote Acceptable Use Policy' which includes online rules and this applies when children are working on computers at home also. This is to support keeping pupils and staff safe along with The Covid-19 Safeguarding Addendum and online safety reminders and support, including a parent training session at half term, (contact the office if you have not received this email).

Please also see Remote learning Information for Parents regarding difficulties accessing technology at home.

6. Roles and responsibilities

In the Event of individual/ small group of children isolating

Teachers

In the event that a child or group of children are isolating, teachers will provide work on the first day of isolation - to be emailed (or printed and collected from the office if required)

In the following days of absence, teachers where possible, will upload lesson content that reflects what the remaining class will be learning throughout the day. In circumstances where this is not possible, children will be directed to our online resources that have been set such as times table rock stars, accelerated reader, Mathletics and Oak's Academy.

In the Event of School/ Bubble Closure

Teachers

Blisworth School will provide training sessions and time to explore Google Classroom. New staff will be inducted by their phase leader. Teaching assistants will be given support by the class teacher/ phase leader as required.

When providing remote learning, teachers must be available between 8.45am – 3.30pm – the school day.

If they are unable to work for any reason during this time, for example due to sickness, 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 suitable for all abilities including any adjustments for pupils with SEND or emerging needs
  - The work set should follow the content of a normal weekly timetable for the class had they been in school, wherever possible, though more complex new

concepts may be more suitable to be taught face to face upon return. In this event, teachers should keep a record of delayed concepts that need covering

- o Weekly/daily work will be shared in the format required by the school

- o Teachers in Reception and Year 1 will be setting work on Tapestry

- o Teachers in 2-6 will be setting work on *Google Classroom*

- o Work should be provided in advance as far as in practical in the circumstances to enable parents to see and plan for completing the work. The work must be available before the day's learning and ideally, a week in advance

- Providing feedback on work:

  - o Feedback is to be provided by the teachers for work completed including positive comments and next steps where possible. Feedback will be used to inform next steps for planning, coverage or discussion in 'live' introductions to the day.

  - o Where staff are attending CPD training, looking after critical worker children on the rota or carrying out 'lives' or parental contact, parents and children should expect a delay in the response although teachers will as prompt as possible.

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

  - o Staff keep tracking grids of pupil's learning against the tasks and attendance at 'live' sessions to enable a good understanding of each child's circumstances and support short and medium term planning of learning.

  - o If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement and what can be done as far as in possible and within guidance to help.

  - o All parent/carer emails should come through the school admin account not to individual teachers and the response will also be through admin. Parents can also use the private comments section to indicate the need for help from a teacher.

  - o Any complaints or concerns shared by parents or pupils should be reported to a member of SLT, ideally the phase leader in the first instance, for any safeguarding concerns, refer immediately to the DSL on the rota at school

  - o General communication and updates through Parentmail, Google Message stream for things such as competition and parent links for training. Celebration through Facebook.

Teaching Assistants (and HLTAs) and all other support staff

Teaching assistants and all other support staff must be available for their contracted hours, even when placed on a rota.

If they are unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure but taking steps to share promptly given the difficult circumstances.

During the school day, teaching assistants must complete tasks as directed by the rota class teacher/ SLT rota lead that week. Responsibilities will include, amongst other direction, supervision and support of critical worker children, use of the home learning platforms, continued safeguarding and other associated duties, adhering to the risk assessment and supporting safe practice including cleaning and first aid, seek support and advice from the named teacher as required, being on each Year Group Live sessions for safeguarding purposes.

Other support staff will be directed as to their duties during periods of partial/ full closure.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of the correct remote education learning offer; engagement in their phase virtual classrooms; communications between children/teacher/ parent; communications with parents requiring more support from a leader; effective use of technology

- Monitoring the effectiveness of remote learning by:
    - regular virtual meetings/ contact with teachers and subject leaders
    - reviewing work set for pitch, curriculum coverage and expectation, meeting the needs of all pupils including Pupil Premium, SEND and other pupils who may require tailored provision
    - providing CPD for remote learning including tailored support to individual staff as required; providing feedback and development direction to teachers in their phases
    - reaching out for feedback from pupils and parents
    - Monitoring the security of remote learning systems, including data protection and safeguarding considerations
    - Directing teachers and HLTA time and responsibilities, including the provision for critical worker and vulnerable pupils

Designated safeguarding lead

The DSL and deputies are responsible for managing and dealing with all safeguarding concerns. There will be a DSL/ Deputy on rota duty at school as far as is possible. For further information, please see the Safeguarding and Child Protection Policy and annex regarding Safeguarding and Covid 19.

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

- Provide support and recommendations about technological approaches to achieve school aims

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

- Assisting staff to provide pupils and parents with support accessing the internet or devices

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, or are strongly considered for a place at school and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs

- Identifying the level of support needed

- Continuing support for vulnerable families including well-being calls which may be directed for the class teacher to conduct and feedback as appropriate

- Assess the potential for interventions remotely and for pupils in school, liaising with the Headteacher regarding funding including catch-up

- Monitor work being set by class teachers for those children with Send and emerging needs, with particular regard for those within this group struggling to access technology

- Provide CPD for staff about meeting SEND pupils' needs during remote education

- Work closely with the consultant Senco to set priorities for Send and remote learning

The School Business Manager

- 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

- Provide contracts for families making use of school technology at home

- To support the purchase of resources needs arising from remote learning

- To have a good awareness of any offers, initiatives, funding that arises to support remote learning from a range of sources including the Dfe and charitable donations

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work set by teachers and return the learning for feedback

- Seek help if they need it, from teachers

- Alert teachers if they're not able to complete work

- Alert staff to any safeguarding concerns or internet safety issues

- Work with the teacher (age-appropriate) to find ways to overcome barriers experienced during home learning

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is poorly and can't complete work as though the pupil was in physical attendance

- Seek help from the school if they need it

- Be respectful when making any complaints 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 including Covid 19 appendix

- Behaviour policy (under review moving to values based rewards)

- Child protection policy

- Data protection policy and privacy notices

- Acceptable Use policy inc children's

- Information to parents on remote education