



Bedgrove Infant School

Remote Learning Policy

Last reviewed: March 2023

Next review date: Spring 2024

Modifications:

Change of wording in one paragraph

Appendices:

None

In the event of a school closure, the school is committed to providing continuity of education to its children and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of children and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures, (e.g. as a result of inclement weather) or a short-term learner absence. When a period of short or long term closure occurs with no prior notice for staff or parents, there will be no expectation that the Remote Learning detailed in this policy will be provided immediately. Both staff and parents will need time to make the necessary changes to their planned routines to accommodate the move to remote learning. Staff will want to alter their plans to ensure the learning opportunities delivered are of a high quality, in line with what would be provided on site in classes.

Remote learning may also be appropriate in situations when children, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming children are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, children are self-isolating at home but are not suffering with relevant symptoms. There is no obligation for the school to provide continuity of education to children who do not attend school for reasons such as taking children on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to remove their child from school 'as a precaution', against official Government guidance, in the event of an outbreak of an infectious disease. Through the implementation of this policy we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection and safeguarding.

This policy aims to:

- Minimise the disruption to children's education and the delivery of the curriculum.
- Ensure provision is in place so that all children have access to high quality learning resources.
- Protect children from the risks associated with using devices connected to the internet.
- Ensure data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all children have the provision they need to complete their work to the best of their ability, ensuring they remain happy, healthy and supported during periods of remote learning.

Remote learning for individual children who are self-isolating

The school will provide access to learning opportunities linked to EPIC, Maths, Phonics, P.E. and PSHE activities linked to the current learning for the child's relevant year group via their Seesaw journal. There are also links to useful websites and learning activities on the school website.

Remote learning in the event of extended school closure

The school will provide continuity of education in the following ways:

- Regular direct instruction from teachers, with the ability of children and parents to ask questions online. The online platform the school will use to deliver continuity of education is Seesaw.
- Teachers will make use of a range of online websites including 'Oak Academy', 'White Rose' and 'BBC Bitesize' and Twinkl.
- Teachers will deliver content either by audio or visual. These will be recorded videos. There will be no 'live' sessions. The Seesaw platform allows for resources to be shared, teachers to provide explanation and instruction, and for children and parents to send questions directly to their teachers.
- Children will be provided with instructions on how to complete the work and teachers will be able to respond.

- Children's responses will either be completed in writing/drawing, video, photograph or voice message.
- For those children who do not have access to the online platform, or who cannot access the work, paper copies will be provided.

We realise that the circumstances that cause our school to close will affect families in a number of different ways. A need to adopt an understanding and willingness to adapt to these difficulties on all sides is essential. In our planning and expectations, we will take into consideration and be aware of the need for flexibility at all times as a result of:

- Parents trying to work from home so access to technology as a family may be limited.
- Parents who have two or more children trying to access technology.
- Teachers who may be trying to manage their own home situation and the learning of their own children.
- Technological issues which means that systems may not always function as they should.

Feedback

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to children on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally marked by teachers and this would continue to be the case should our school employ remote learning. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking a school work book. Teachers are encouraged to ensure, when they set work, that it is designed in such a way that meaningful feedback may be provided. Seesaw is a platform where teachers are able to review children's work and provide encouragement, constructive criticism and suggestions for improvement.

ROLES AND RESPONSIBILITIES

TEACHERS

Teachers will be available Monday-Friday during usual school hours (9.00 – 3.00). 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. Teachers within that year group will cover the member of staff who is unwell to ensure that activities are uploaded and shared with parents. Teachers will be expected to take regular breaks away from the computer or I-Pad. If teachers have any questions or concerns about remote learning, they should speak to their Year Group Lead Teacher or Phase Leader. Teachers are reminded that the school's Child Protection and Safeguarding Policies still apply to all interactions between children, teachers and parents. In those policies, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Teachers are responsible for:

Setting work:

- Teaching and activities will be uploaded through the Seesaw App.
- There will be, on average, three hours of daily work provided for each child in Key Stage 1 and two hours for F2.
- Key Stage 1 teachers will provide a timetable of activities for the day by 9.00 am each day. There will be daily video lessons provided as relevant for EPIC, Maths, Phonics, Reading, Handwriting, PE, and/or Storytime. These may be supported by tasks set for the children to complete independently, saving their work back into their journal.
- F1 will provide activities to support the Prime Areas of learning (Physical, PSED and Communication & Language) along with some early phonics, Reading, Writing and Maths opportunities. Tasks will be set which use the everyday experiences of the family, e.g. counting the shoes by the front door, drawing their view from a window.
- F2 teachers will provide a daily timetable of activities that can be covered from across the seven areas of learning within the EYFS curriculum, providing opportunities for children to practise early reading and writing skills, including phonics practice. Tasks will be set which enable children to practise their developing mathematical skills using items/scenarios in the home. Families will be directed to listen to stories recorded by staff (Story Time) and encouraged to read together each day.
- Where appropriate work will be differentiated to ensure that EAL and SEND children are able to access tasks.
- Instructions for completion of the work should be clear and activities should not always rely on a computer or device.

- Teachers need to be aware of their surroundings when recording lessons at home. Teachers can come into school to record video lessons, using spaces not occupied by keyworker children and staff.
- Paper copies will be provided for those children who do not have access to Seesaw.
- Teachers will not assume that a home has access to a printer to print resources.
- Teachers should contact the relevant staff to support them with issues or concerns such as the SENDCo for support with SEN children, DSL for safeguarding, Office for admin or IT support.

Responding to Parents & Children:

- Contact with parents will be via Seesaw.
- Teachers should not use a personal device that shares their personal contact details (e.g. phone number or private email address).
- Parents who send a child's work and/or photographs/videos should receive an acknowledgement and praise from a teacher or other school staff at the next appropriate time within the working day.
- Teacher will make phone calls home at regular intervals during any long term remote learning period, with teachers coming into school or phoning from home, in a safe manner.

Attending virtual meetings with colleagues:

- Teachers will be required to take part in virtual meetings with colleagues.

TEACHING ASSISTANTS

- Teaching Assistants should be available to be in school during their normal working hours/days.
- 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.
- Teaching Assistants will be allocated to work with Key Worker/Vulnerable children across the school, as numbers in each year group dictate.
- Teaching Assistants may be required to undertake other specific tasks as required by a member of SLT.
- Teaching Assistants will be required to undertake remote and/or online CPD training and attend virtual meetings with colleagues.

OPPORTUNITIES AND OUTCOMES TEAM MEMBERS (007)

Alongside their teaching responsibilities, as outlined above, 007 members may:

- Consider whether any aspects of their Year Groups or areas of responsibility need to change to accommodate remote learning.
- Work with teachers setting the remote learning tasks to make sure work is appropriate and consistent.
- Monitor the work set by teachers in their year group or area of responsibility – explain how they will do this such as through regular meetings with teachers or by reviewing work set.
- Alert teachers to resources they can use to support teaching.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES CO-ORDINATOR (SENDCo)

The SENDCo is responsible for coordinating provision for pupils with SEND across the school as set out within the school's SEND Policy. During a period of enforced school closure, the SENDCo will continue to:

- Maintain contact with SEND children at home and their families by email or phone and feedback to individual teachers using CPOMS.
- Ensure completion of necessary SEND paperwork and/or applications.
- Liaise with teachers of children with SEN and support with the provision of appropriately differentiated resources to meet the individual children's learning needs.
- Co-ordinate the work of the TAs who are working remotely to support in the production of resources for SEN children across a year group.
- Liaise closely with the Inclusion Lead to ensure all SEN, EAL, CLA, Pupil Premium and children identified as vulnerable in any way are known to all teaching and SLT staff and delegate responsibility for maintaining regular contact with these families to specific staff. Records of communication with parents to be recorded on CPOMS.

STRATEGIC LEADERSHIP TEAM (SLT)

Alongside any specific leadership role responsibilities, Senior Leaders are responsible for:

- Coordinating the remote learning approach across the school.
- Monitor the effectiveness of the remote learning activities through contact with teachers and review the work set.
- Ensure any families that may have no access to the internet are identified and ensure hard copies of learning planned by teachers are made available to collect or deliver.
- Oversee the on-going wellbeing and CPD of Teaching Assistants.
- Respond to pastoral care provided by teachers where there are concerns or a lack of communication with families.
- Monitor the welfare of vulnerable families.
- The Headteacher will keep in regular contact with staff.

DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DESIGNATED SAFEGUARDING LEADS (DDSLs)

In the event of a school closure, children, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policies still apply to all interactions between pupils and teachers. In the policies, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. The responsibilities are identified within the school's Child Protection and Safeguarding Policies, available on the school website.

CHILDREN AND PARENTS

Teachers will expect children to:

- Try their best to complete at least some of the activities provided on a daily basis.
- Take part in physical activities every day.
- Do some reading (or listen to some reading) every day.
- Log on to their online accounts such as *Teach Your Monster to Read*, Spelling Shed etc.
- Seek help if they need it from an adult(s) at home or their teacher through Seesaw.

Teachers will expect parents to:

- Support their child as best they are able to, given their own home circumstances, health and work commitments, etc.
- Seek help from the school if they need it.
- Take a break from home learning if they or their child are becoming disengaged or distressed at any time.
- Be respectful when making any complaints or concerns known to staff.

IT STAFF

Are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the DPO.
- Assisting children and parents with accessing the internet or devices.

GOVERNING BOARD

The Governing Board is responsible for:

- Supporting staff's and children's wellbeing.
- Monitoring the school's provision of remote learning to ensure education remains high quality.
- Directing any approaches by parents made to them directly or indirectly to the school via office@ email.

ADDITIONAL PROVISION

Food Provision

Where applicable, the school will provide supermarket vouchers and/or food parcels to families who receive Free School Meals provision. The school ~~has~~can set up a Food Bank for our community to donate items to and these ~~will~~would be distributed to any of our families who indicate they would benefit from additional support during these times. Any family can nominate themselves to be added to the recipient list for food bank parcels and/or alert the school to a family they feel might be in need so they can be contacted to offer support.

Key Worker/Vulnerable Children Onsite Provision

- Where possible, the school will try to provide onsite spaces for children of Key Worker parents and/or those identified as vulnerable (always using the current DfE guidance regarding those eligible for these places in school).
- This provision will be led by Teaching Assistant staff who will support the children in accessing the activities provided for them by their class teachers using their Seesaw Journals.
- Places will be dependent on the availability of staff to lead them safely on site. Groups may have to be temporarily closed if staff are absent and other staff cannot be used to cover this, such as during a period of infectious disease where contact between staff and children is being reduced to limit the spread of germs.

DATA PROTECTION

Accessing Personal Data

When accessing personal data for remote learning purposes all staff members will immediately delete this from devices that they have used. Personal data will not be held on pieces of paper so that there is limited risk of loss. Personal data will either be transferred via OneDrive or school email only.

Processing Personal Data

Staff members may need to collect and/or share personal data, for example, email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/share as little personal data as possible online.

Keeping Devices Secure

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

- Keeping the device password-protected, strong passwords are at least 8 characters, with a combination of upper- and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family and friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

SAFEGUARDING

- By accessing any of the learning materials provided, users are agreeing with all of the school's policies which can be found on the school's website. These policies highlight the responsibilities of all users, including showing respect and courtesy for all other users, students, parents and staff in our school community.
- They also include the strict prohibition of cyber bullying, online harassment and the use of inappropriate language in any communication.
- Any misconduct online will be treated in the same accordance with other school policies.
- Users do not have permission to reproduce or share any of the learning materials, videos or content, which includes recording videos or images on other devices.
- All users must comply with legal restrictions regarding the use of digital platforms and social media.
- Staff will not engage in live lessons or video calls with children at any time. Any teacher who feels a video call may be relevant for individual children must discuss this with the SLT before making any plans with families.

The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

This policy has due regard to all relevant legislation, statutory guidance and school policies including:

- Safeguarding
- Behaviour Policy
- Children Protection Policy
- Safeguarding Policy
- Data Protection Policy
- Online Safe Acceptable User Policy
- Keeping Children Safe in Education