

Remote Education Policy for Inglehurst Infant School



1. Statement of School Philosophy

Inglehurst Infant School has always strived to provide an exciting, broad and balanced curriculum within a welcoming, caring and safe environment in which each person feels valued and respected. We aim to build the necessary skills and confidence needed for our children to achieve high standards, as well as develop a life-long love of learning.

Our strategy for remote learning aims to support pupils and their families so that children who are not able to attend school can still be supported to make the best possible progress during these exceptional times.

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 the delivery of 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, informative texts and videos)
- 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 Inglehurst Infant School*) who 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 who are not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child who cannot attend school as a result of a national lockdown

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Class Dojo to interact with pupils and parents as well as for posting activities and pre-recorded instructional videos
- Microsoft teams for class meetings, emotional check-ins, activities and stories

- Phone calls home to check in with and support individual families as needs arise
- Printed learning materials
- Physical materials such as exercise books and writing tools
- Links to online sources such as Phonicsplay, Reading eggs, White Rose Maths, Top Marks, BBC Bitesize and Oak Academy.

5. Home and School Partnership

Inglehurst Infant School is committed to working in close partnership with families and recognises that each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Inglehurst Infant School will communicate daily with pupils and their parents on Class Dojo.

Where possible, it is beneficial for children to maintain a regular and familiar routine. Inglehurst Infant School would recommend that each 'school day' maintains structure.

We would encourage parents to support their children's learning, including finding an appropriate place to work and, to the best of their ability, support pupils with learning 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 are taught in school about online safety including when working on a computer at home. This information along with other key online safety information is shared with parents on Class Dojo, through weekly newsletters and is on our school website. **It is our policy that children are never left unsupervised when using the internet and we would expect the same when children are learning 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 their usual teaching times as well as for planning and meeting times.

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 children in their classes. Year groups will work together to share resources between classes.
 - In the event of a national lockdown classes will be reorganised but keeping children, where possible, within the correct year group. Some teachers will be required to teach the children of keyworkers and vulnerable children in school, while others will be required to set work for those working at home.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible.

- Daily work will be shared via Class Dojo
- Teachers will produce home learning packs including printed materials and physical materials that can be easily accessed by other staff should the teacher themselves be unwell.
- Providing feedback on work:
 - Teachers will give feedback to individual children and/ or groups of children using Class Dojo
 - The aim of feedback will be to encourage the children as well as give them advice on how to move forward in their learning
 - Teachers will also provide feedback at class teams meetings
 - Certificates will be awarded in a recorded golden book assembly to acknowledge the hard work of those learning remotely as well as those in school.
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of any children their parents will be contacted via phone to assess barriers to learning and whether school intervention can assist engagement.
 - All parent/carer emails should come through office@inglehurst-inf.leicester.sch.uk
 - Parents can send direct messages to the class teacher via Class Dojo
 - Any complaints or concerns shared by parents or pupils should be reported to Ms. Pochin or in her absence Mrs. Rayner
 - Any safeguarding concerns should be reported immediately to Ms. Pochin or in her absence Mrs. Rayner and recorded on cpoms.

Teaching Assistants

Teaching assistants must be available during their usual 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 assistants must complete tasks as directed by class teachers or a member of the senior leadership team.

Teaching assistants working remotely are likely to be phoning parents, updating remote learning engagement register and giving feedback to work uploaded on to class dojo.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including the monitoring of pupil engagement.
- Monitoring the effectiveness of remote learning 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 and IHPs
- Liaising with parents of children with SEND to offer support and advice as needed

The School Bursar

- 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:

- Behave in line with the school's behaviour policy.
- Attempt tasks set by teachers where parents are able to provide support with this.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Ensure that children are dressed appropriately for teams meetings and any photos or videos of them learning. (i.e. day clothes, not in pyjamas)
- Support their children to access home learning
- Ensure that any internet use is supervised
- Seek help from the school if they need it
- 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. 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 and acceptable use policy
- Class Dojo policy