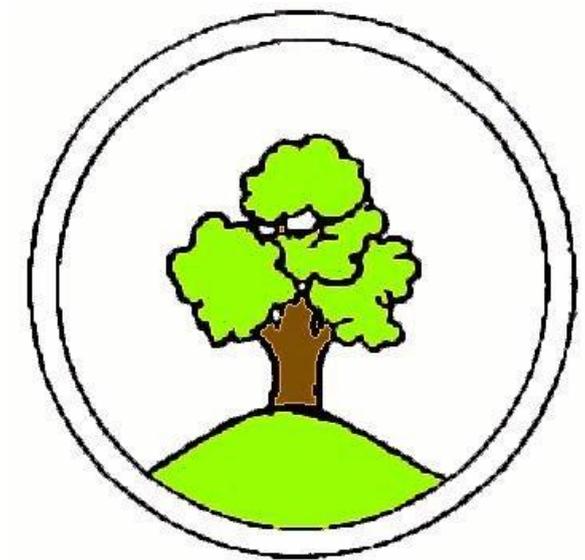


BUSHBURY HILL PRIMARY SCHOOL



REMOTE EDUCATION POLICY

September 2020

Updated January 2021

Remote Education Policy for School

1. Statement of School Philosophy

Bushbury Hill 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. Wherever we are, our motto is 'to be the best that we can be'. Our strategy for remote learning continues this.

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 to 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, 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 Bushbury Hill Primary*) 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 is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- In the event of a National Lockdown and school is only partially open to some vulnerable children and those of critical workers.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (*Purple Mash, TTRockstars, Spelling shed, Class Dojo, Website links*), as well as for staff CPD and parental sessions.
- Use of Recorded videos uploaded to class dojo (instructional videos, assemblies and / or story reading)
- Use of 'Live' lessons via Teams for Years 4, 5 and 6 pupils
- Zoom social meets weekly for Years R to 3
- Phone calls home to check on learning / wellbeing
- Printed learning packs with resources delivered every 2 weeks
- Use of BBC Bitesize, Oak Academy, White Rose Maths, RWI phonics lessons.

5. Home and School Partnership

Bushbury Hill Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have far less time and some children will be able to work more independently than others.

Due to this we will offer a variety of daily remote-learning activities as per government guidelines but be understanding that pupils may not always be able to complete them all. We appreciate that some families won't be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills. We understand that these are difficult times so please support your child as best as you can.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Bushbury Hill Primary School would recommend that each 'school day' maintains structure. In the event that a whole class or the whole school have to self-isolate, work packs will be delivered, which include daily work for the children. Class Teachers will post daily timetables on Class Dojo for their class. This will outline a range of daily learning activities which will as much as possible, link to our long-term curriculum plans and the learning children would normally be doing in school, while being adapted to suit remote learning and make use of ready-prepared high-quality online materials.

The government minimum expectation for remote learning is for schools to provide

- Key stage 1 children: 3 hours a day, on average, across the school cohort, with less for younger children
- Key stage 2 children: 4 hours a day

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.

In line with Bushbury Hill Primary School's 'digital charter' we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

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. Too much screen time is not good for children, so we will be offering a range of activities to get children moving and being creative too, away from devices.

Our remote-learning curriculum will be delivered through a mix of live and pre-recorded video input, links to other website content and on and offline tasks (which if helpful, can be completed in any order and at a time that suits across the day). Opportunities to join in with time-scheduled LIVE events for Years 4, 5 and 6 will be shared via links first thing each morning.

Throughout the day, further posts on Class Dojo will add extra detail, provide links or examples as necessary. Other optional events and enrichment activity ideas will be posted on Class Dojo to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing at this time.

6. Roles and responsibilities

Teachers

Bushbury Hill Primary School will provide a refresher training session and induction for new staff on how to use Class Dojo / Microsoft Teams at home.

When providing remote learning, teachers must be available between 9 – 3.

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 and create a lesson by lesson work pack.
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Fortnightly work packs will be shared by delivery staff
- Work will be set on Class dojo using class story
- Provide additional support for pupils with particular needs

➤ Providing feedback on work:

- Reading, writing and maths work, all completed work can be shared with the teacher via the portfolio area on Class Dojo and pupils can expect answers to self-mark or/ and a teacher response and comments by 5pm on the day that it has been uploaded.

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

- If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone to assess whether school intervention can assist engagement.
- Teachers can email parents from their school accounts and message them using class dojo. Teachers can also make phone calls using withheld numbers
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available between 8:30 and 3.

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 assistant must complete tasks as directed by 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 of both uploaded work and engagement in live lessons where appropriate.
- Monitoring the effectiveness of remote learning – explain how they'll 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 SENDCO

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
- Identifying the level of support

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- 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

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. Remote Educational Provision For Individuals Who Are Self-Isolating or Shielding

In the event that individual pupils are confirmed to be self-isolating or shielding due to COVID, Class Teachers will provide a work pack with links to online resources / videos. Teachers will be able to communicate and monitor progress using Class Dojo.

This timetable will, as much as possible, link to our long-term curriculum plans and the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. To do this, we will make use of a number of ready prepared high quality online materials (drawing heavily on units from the national Oak Academy that fit with our school curriculum).

Staff will endeavour to view and feedback on as much of student's work as they are able, while balancing their workload inside of school. Students at home should receive feedback at least twice a week.

Support for families to access remote-learning:

We encourage families to get in touch if they are struggling to access our remote-learning offer. We may be able to support with advice or technical support, adaptations to tasks, loan of school devices, help with internet access, etc. Please message your teacher on Class Dojo or phone the school office on 01902 558232 to discuss this further.

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
- Code of Conduct
- Class dojo policy