

Southbourne Infant School

Remote Education Policy



1. Statement of School Philosophy

Southbourne Infant School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful. 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 delivering 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, Parent Consultations)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child 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.
- Remote learning will be shared with families when they are absent due to Covid related reasons.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS and KS1, Tapestry and our school website
- Phone calls home
- Printed learning packs if no access to online learning
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, Phonics Play, Phonics Bloom and Bug Club

5. Home and School Partnership

Southbourne 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.

We provide information for parents on how to use Tapestry as appropriate.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would therefore recommend that each 'school day' should maintain structure.

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 children 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 promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

All parents sign an 'Acceptable Use Policy' which includes e-safety rules and this should apply when children are working on computers at home.

6. Roles and responsibilities

Teachers

We provide training and induction for staff on how to use Tapestry, Bug Club etc.

When providing remote learning, teachers must be available between 9am and 3pm on their usual days of work.

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 weekly work for the children in their class/year group.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Weekly work will be put on the school website for KS1
 - All teachers will allocate books for all children on Bug Club
 - Teachers in Reception will be setting work on *Tapestry*
- Providing feedback on work:
 - Teachers will feed back to children on work that has been set as appropriate
 - Teachers will feed back to children on Bug Club
- Keeping in touch with children who aren't in school and their parents:
 - If there is a concern around the level of engagement of a child, parents should be contacted via phone to assess whether school intervention can assist engagement.
 - All parent/carer emails should come through the school year group accounts
 - Any complaints or concerns shared by parents or children 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 9am and 3pm (or pro rata if part time)

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 including regular monitoring of engagement.
- 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 parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Leads

The DSLs are 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 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 children 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
- Identifying the level of support

The SBM

Is responsible for;

- 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.

Children and parents

Staff can expect children learning remotely to:

- Complete work 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
- 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
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- User Agreements for Tapestry
- Official Dfe guidance