Writtle Infant School
A very special place, where learning has no limits.

Remote Education Policy

Date of policy:	9th January 2021
Date last review adopted by governing body:	11th January 2021
Frequency of review:	As required

1. 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 members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of 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
- Preparation in the case of lockdown

Remote learning will be provided from the second school day of absence.

This policy runs alongside our communication policy which gives more detailed information on communication procedures.

2 . Who is this policy applicable to?

- A child (and their siblings if they are also attending Writtle Infant School) 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.
- All children in the case of school closure
- 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.
- Please note that each situation will be considered separately and may need to be reviewed for example if several staff are unwell
- As teachers plan weekly, they are identifying how remote education can be delivered so that we are prepared to act at short notice

3. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 *(for example, Tapestry, Google, Bug club, White Rose, School Jam)*
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak National Academy
- In the main we will use Google Classroom for a mixture of live, recorded and individual/ group teaching and assemblies.

4. Home and School Partnership

- Writtle Infant 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.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Writtle Infant School would recommend that each 'school day' maintains 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 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 promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

5. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 9 and 3 if they are not in class.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, alternative arrangements will be made.

When providing remote learning, teachers are responsible for:

- Setting work:
  - o Teachers will set work for the pupils in their year groups
  - o The work set should follow the usual timetable for the class had they been in school, wherever possible

- Providing feedback on work:
  - o Reading, writing and maths work, can be commented on via platforms or via email if pictures are sent in
  - o All curriculum tasks submitted by 3.30pm and teachers will comment at the end of the week, not on every piece of work

- Keeping in touch with pupils who aren't in school and their parents:
  - o If there is a concern around the level of engagement of a pupil/s
  - o 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

      o   During lockdown all parents will be contacted once a week unless the children are in school

Learning Support Assistants
- 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, LSAs must complete tasks as directed by a member of the SLT.
- Staff who are unable to attend the school setting perhaps because of shielding may be involved in remote learning

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school within their year groups

- Monitoring the effectiveness of remote learning in their year group

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

- Parents will complete a short survey each week

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Child Protection Policy and Child Protection Policy for lockdown

The SENCO
- 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

Governing Body

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

6. Links with other policies

This policy is linked to our:

- Behaviour policy

- Child protection policy

- Data protection policy and privacy notices

- Online safety acceptable use policy

- Communication Policy

- School Improvement Plan

- Child Protection Policy

7. Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.