



Remote Education Policy

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| 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 Parental 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.

The purpose of this document is to provide clarity around our approach to remote learning, the platforms being used, the responsibilities and expectations for our parents, children, and professional community, as well as any other considerations that need to be taken into account. Remote Learning at Writtle Infant School cannot completely replicate the learning experiences our students have when they are in the school building. We have to think differently about the way our children will learn through remote learning. It cannot and should not be children simply sitting on a computer all day watching their teacher; it is not developmentally appropriate nor logistically feasible. Indeed, the Ofsted report on Remote Education (January 2021) highlighted the importance of a varied and stimulating approach using a range of on-line and non- IT strategies and activities.

Our goal is for children not to be solely reliant on computers, but to engage in learning that also incorporates reading, communicating, authentic learning experiences, while also taking time to be physically active and to engage with family members and enables them to take account of and protect their emotional well-being and mental health. Keeping our school values in mind, as well as the challenging circumstances presented, teachers are encouraged to think through their lessons and consider how they can best support their children's learning, how can they utilise available technology,

how can these challenging circumstances present learning opportunities, how can they support their children emotionally, how can they continue to differentiate for different types of learners, and how will they assess the children. The recommended daily amount for the infant age range is a maximum of three hours a day.

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

Remote learning whilst in isolation is not optional. The Government has made it clear that education for children is not optional whilst at home or school.

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 and provides timetables accordingly
- 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:
 - Teachers will set work for the pupils in their year groups
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
- Providing feedback on work:
 - Reading, writing and maths work, can be commented on via platforms or via email if pictures are sent in
 - 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:
 - If there is a concern around the level of engagement of a pupil/s
 - 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
 - During lockdown all parents will be contacted once a week unless the children are in school
 - There will be more regular contact with parents from class teachers to support parents who are experiencing difficulties with online learning.

Learning Support Assistants

- 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 for leaders to consider

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 needed
- Pupils with EHCPs will have additional support from teaching assistants and teachers via phone calls, live written streams and Google Meets to discuss any support required, as well as access to the class written stream and Google Meets to resolve any issues arising. Activities will be differentiated to enable SEN pupils to access a broad and balanced curriculum.

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. Online safety

Google Classroom is used across the school and Google Meet for live teaching and input. Training has been delivered for this in the summer and autumn terms. We have an Internet Access and E-safety policy for children

and parents. The Code of Conduct for staff includes Safe Working Practice for online learning. We will also continue to address e-safety concerns that may arise and to share E-safety information with parents on regular basis.

8. 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.