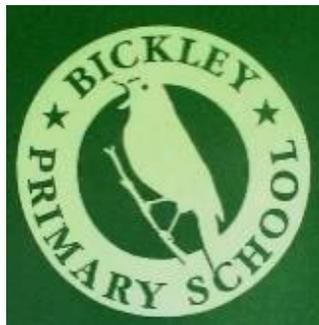




Nexus Education Schools Trust

Remote Education Policy

Bickley Primary School



Date: January 2021

Review Date: January 2022

Remote Education Policy for Bickley Primary School

At Bickley primary, we have developed our remote learning systems so that pupils can receive a remote education in the event they need to self-isolate or in the event of school closure. We intend to provide our pupils with the support they need to learn and to make good progress whilst at home.

Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including pupils with SEND) who are not in school through use of quality Online and offline resources and teaching videos (where appropriate)
- Provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote provision
- Include continuous delivery of the school curriculum, as well as support the mental health and well-being of the members of our school community
- Support effective communication between the school and families and support attendance and engagement with learning

Who is this policy applicable to?

- A child (*and their siblings if they are a pupil at Bickley*) 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 is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19
- A child who is affected by a local or national lockdown
- Remote learning will be shared with families when they are absent due to Covid-related reasons and are well enough to do the work.

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 *E.g.* Google Classroom, Tapestry, Rising Stars, bug Club, White Rose Maths, Times Table Rock Stars, Oak Academy Video Lessons, BBC Bitesize, PiXL.
- Use of Recorded video for instructional videos and assemblies as well as informal class meetings using Google Meet if absence is for more than two weeks
- Phone calls home (either from school or via Google Meet if absence is for more than two weeks.
- Printed learning packs (if required by individual families who are unable to access remote learning)
- Physical materials such as story books and writing tools for families with extenuating circumstances

Home and School Partnership

Bickley Primary School is committed to working in close partnership with families. We recognise that individual family circumstances will impact on the type of remote learning that is possible and we will do our best to support individual circumstances where possible.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would encourage parents to support their children's learning, including finding an appropriate place to work and support their child by encouraging them to work with good levels of concentration and appropriate levels of independence.

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 an individual basis.

Our Family Liaison Officer will be available to support families with these scenarios.

The Remote Curriculum

Overview

When will my child be set work to complete at home? How can they access it?	On the first day of home learning, work will be uploaded to Tapestry for Reception and Year 1 and on Google Classroom for Years 2 – 6.
What will my child be taught?	Should a child need to self-isolate or a whole class work from home, we will teach the same curriculum remotely as we do in school wherever possible. In the case of an individual child having to self-isolate, we may need to make some adaptations to tasks to ensure they are accessible for all learners from home.
How much work can my child expect?	For children in Years 1 and 2, there will be a minimum of 3 hours of learning set. For children in Years 3-6, there will be a minimum of 4 hours of learning set. NB All children work at their own pace and some will complete the work in a longer or shorter period of time.
What should I do if my child does not have digital access?	Please inform the class teacher via the school office.
What should I do if my child does not have access to a printer?	Please contact your child's class teacher so that they can advise how to complete the work. The work set will not be reliant on a printer.
How will the work be organised?	A weekly overview of the planned learning will be published on Monday of each week by 8:45am. This overview will be divided into days outlining the learning for each subject. There will be a more detailed overview published each day that will explain the learning for that day. There will be daily maths and English lessons with phonics for Reception and Year 1 and spelling for Years 2-6. There will be other subjects taught in addition to maths and English such as science, history, geography etc. There will be clear expectations for daily tasks such as reading or learning multiplication tables.
How will my child be taught remotely?	There will be a range of learning opportunities for the children to access. These might include: <ul style="list-style-type: none">• A video explaining the weekly overview and general information about the work.• Teaching videos. These will be produced by the staff or by an outside provider such as White Rose Maths or Oak academy or a link to an online video/tutorial.• A member of staff reading a story and asking questions.

	<ul style="list-style-type: none"> • A discussion topic on Google Classroom for all children and their teacher to engage with. • A Google Meet for the children to meet together and chat about their learning led by a member of staff. • Interactive tasks such as phonics games or multiplication practice. • Independent learning such as reading or practising spellings. • Tasks explained in written format. • Voiceovers on PowerPoints. • Whole school or year group assemblies.
<p>Will my child's work be marked? What assessments will there be?</p>	<p>Marking and feedback can take many different forms and may not always mean extensive written comments for individual children. Answers will be uploaded by the end of each day for children to mark some of their own work such as comprehensions or maths calculations. They can upload their work so that the teacher can see how they have got on. All work that is sent to the teacher will be acknowledged with some feedback given. Formal assessments in the format of tests or papers will not be set. By viewing the work completed by each child, teachers will know where support is needed and adjust future work accordingly and/or give more specific and detailed feedback.</p>
<p>My child has additional needs, how will you ensure they are able to access the learning?</p>	<p>We recognise that for some children, they will find it difficult to work from home due to the type of support they need. Our SENDCo will oversee the provision for these children to ensure it matches their needs closely and that suitable resources are provided if necessary.</p>
<p>My child does not understand the work or is finding it too difficult.</p>	<p>Please contact the class teacher on Tapestry, Google Classroom or by using our home learning email address.</p>

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.

Unless unwell, teachers should be available to work their contracted hours during the school day.

If teachers 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 class. This will include:
- The equivalent of 5 daily English and maths lessons, daily physical tasks, daily opportunities for reading, phonics/spelling tasks and activities related to two other subjects
- The work set should follow the curriculum content that would have been taught in class
- Reception and Year 1 work will be set on Tapestry
- Years 2- 6 work will be set on Google Classroom

Providing feedback on work:

- If a child is off school because they are self-isolating, their work will be looked at and responded to by a teacher at the end of the school day
- All feedback will be recorded on Tapestry or Google Classroom
- If the class teacher is working from home, all work will be viewed and feedback provided on the day or day after completion
- For some tasks, children will be able to self-mark. Answers will be uploaded after the school day ends for them to access

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

- If there is a concern around the level of engagement from a pupil, parents should be contacted via phone to evaluate whether school intervention can assist engagement.
- All parent/carer emails should come through the school admin account OR the home learning email account
- 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 DSLs (HT and DHT)
- All emails to and from the home learning account are monitored by a member of SLT

Teaching Assistants

Unless unwell, teaching assistants should be available to work their contracted hours during the school day.

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 the class teacher or 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 daily monitoring of engagement and concerns relating to access including hardware
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or asking 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

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/or in school and liaising with the class teacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of access that is required for SEND children and to monitor provision to ensure that they are able to access the same learning as their peers due to appropriate differentiation and that they make good progress

The SBM

- 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.

Local Committee 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 policy and Child protection policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy

- Staff Code of Conduct and mobile phone policy
- Pupil agreements for Google classroom
- SEND Local Offer