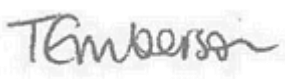
Remote Education Policy

Approval Date: October 2020

Review Date: October 2027

Headteacher: 

Remote Education Policy

1. Our philosophy

Three Bridges 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. Following a successful home learning programme during early 2020, this policy has been established to ensure that our provision is consistent across the school.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including those children with SEND) who are not 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 delivery of high quality interactive remote learning;
- Include continuous delivery of the school curriculum, as well as support of Mental Health and Well-Being, and support for parents;
- Consider continued education for staff and parents (e.g. Continuing Professional Development for staff, teacher meetings and interventions);
- Support effective communication between the school and families;
- Support attendance and engagement in home learning.

3. Who is this policy applicable to?

- A child *(and their siblings if they also attend Three Bridges Primary school)* 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;

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, KS1 and KS2*: Tapestry/Google/Teams/Class Dojo as well as for staff CPD and parent sessions;*
- Use of recorded video, for lessons and assemblies;
- Phone calls home;
- Printed learning packs for families who are unable to access the internet;

- Physical materials such as story books and writing tools;
- Use of high quality online resources: For example, BBC Bitesize, Oak Academy, *TTRockstars, Spelling Shed and Maths Shed.*

The remote curriculum: what is taught to pupils at home.

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should families expect from immediate remote education in the first day or two of pupils being sent home?

In the first day or two of pupils being sent home learning will be available on each class' Class Dojo page. Live (online) lessons may not be available in these first days although the school will endeavour to provide them.

Following the first few days of remote education, will the pupil be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, music lessons, where pupils do not have access to instruments at home, may not be part of our remote curriculum.

How will children access any online remote education we are providing?

Remote education will be provided for pupils on the following platforms: Class Dojo and Google Classroom.

If a pupil does not have digital or online access at home, how will we support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Our families will be made aware, via Class Dojo, of the opportunity to be issued a loan Chromebook or ipad. Pupils from Disadvantaged families will have priority for these devices. Devices can be collected from Lower Site from a member of SLT after being signed for.
- If families do not have access to an internet connection, the school will apply for routers or dongles from the Department for Education's 'Get help with technology' scheme. Routers or dongles will be loaned to these families. Parents may also apply, through the school, for an extension to their data allowance from their mobile network provider.
- If pupils do not have online access, printed materials can be requested by parents by contacting the school office
- Printed work completed by the pupil can be submitted to the teacher by being returned to the school office.

How will children be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

How will staff check whether pupils are engaging with their work and how will parents be informed if there are concerns?

- Teachers and Learning Support Assistants will monitor pupil engagement in remote learning by looking at live lesson attendance and work submitted to Class Dojo Portfolios.
- Where teachers are concerned about engagement they will instruct the Learning Support Assistants to contact the parent to offer support.
- If concerns persist, they will be flagged to the SLT through the 'Engagement Plan' shared document. SLT will be responsible for creating an Engagement Plan for the individual.

How will pupils' work and progress be assessed?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Pupils' work submitted to Class Dojo will be responded to daily by the class teacher and/or the Learning Support Assistants if submitted before 3pm. Work submitted outside of teachers' working hours will be responded to the following day.
- Feedback will be written on Class Dojo portfolio, will be positive and Class Dojo points will be used to reward good work.
- Teachers may respond in more depth to address learning misconceptions

How will children who need additional support from adults at home access remote education?

- Staff work closely with families to deliver remote education for pupils with SEND. This takes the form of additional contact, in the form of phone calls, from the Inclusion Team to provide families with support in accessing online learning. Work may be modified by the Inclusion Team to allow the pupil to better access the learning. Teachers and Learning Support Assistants will also offer greater support through more frequent phone calls to these families.

5. Home and School Partnership

Three Bridges Primary School is committed to working in close partnership with families and recognises each family is unique. Because of this, remote learning will look different for different families in order to suit their individual needs.

Three Bridges Primary School will provide details on how to use Class Dojo and, where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Three Bridges Primary School would recommend that each 'school day' maintains a similar 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 by 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 directly as alternative solutions may be available, as detailed above. These will be discussed on case-to-case basis.

As a school we 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, phones or tablets at home.

6. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when there are fewer children isolating and the majority of the class are in school.

Three Bridges Primary School will provide a refresher training session and induction for new staff on how to use Class Dojo/Google Classroom.

When providing remote learning, teachers must be available between 9:00am and 4:30pm, if the school is in lockdown. If the teacher is in school, availability will need to be mainly after school.

If they are unable to work for any reason during this time, for example, due to sickness or caring for a dependent, the teacher should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

1. **Setting work:**
   - Teachers will set work for the pupils in their classes. This includes those responsible for SSC pupils;
   - The work set should follow **the usual timetable for the class** had they been in school, wherever possible;
   - Work will be shared daily. Longer projects may be set weekly;
   - Teachers in Nursery to Year 6 will be setting work on *Class Dojo.*

2. **Providing feedback on work:**
   - Teachers will inform parents of timings for submission of work so that they have time to provide feedback;
   - Reading, writing and maths work, all completed work submitted to the class teacher as agreed;
   - Comments on all foundation subject tasks will be sent to parents/carers by the end of the week.

3. **Keeping in touch with pupils who are not 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 see what support school can offer;
   - All parent/carer emails should come through the office email address office@tbps.org.uk;
   - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT;
   - Any safeguarding concerns, refer immediately to the Designated Safeguarding Lead (Headteacher and deputy headteacher).

Learning Support Assistants

Learning Support Assistants must be available to work remotely between 8.30am and 3.30pm.

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, learning support assistants must complete tasks as directed by a class teacher, year leader or 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;
- 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 by requesting 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 Inclusion Manager

- Liaising with the IT 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 SLT and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs;
- Communication with EHC parents, signposting services as appropriate (including liaison with SALT team and other agencies);
- Identifying the level of support.

The School Business Manager

- 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;
- Maintain school expenditure related to Covid-19.

Pupils and parents

Staff can expect **pupils** learning remotely to:

- Complete work within the deadline set by teachers;
- Seek help if they need it, from teachers;
- Alert teachers if they're not able to complete work.
- Keep the Google Meet code safe and not share it with anyone from outside the school
- Not change any user settings, such as usernames.

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;
- Provide opportunities for their child to work independently in a quiet space free from distractions so that their child can access the learning;
- Create an agreed timetable for learning during the day with their child.
- Ensure their child keeps Google Meet codes from being shared
- Ensure their child only uses their own login details to access live learning

Governing Body

The governing body 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:

- Child protection policy;
- Behaviour policy;
- Data protection policy and privacy notices;
- Acceptable use policy;

8. Additional information

The detailed remote learning planning and resources to deliver this policy can be found here:

- Downloadable Printable Documents for Nursery, Reception, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6;
- Curriculum resources;
- Staff Code of Conduct for Remote Education;
- Online Learning Acceptable Use Policy Agreement – EYFS;
- Online Learning Acceptable Use Policy Agreement – KS1 children;
- Online Learning Acceptable Use Policy Agreement – KS2 children;
- End User Agreements for Google Classroom and Class Dojo.