



Remote Education Policy for St Mary's C of E Infant School

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we have to be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote learning, so pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all.

This policy outlines how we will deliver remote education during the pandemic for both children who are absent from school due to isolation or in the event of a whole year group bubble being closed.

1. Statement of School Philosophy

St Mary's Infant School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. 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 delivery 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, Supervision)
- Support effective communication between the school and families and support attendance

3 . When is this policy be applicable?

- A child (*and their siblings if they are also attending St Mary's*) 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 whole 'bubble' is not permitted to attend school because a member of their bubble, has tested positive for Covid-19.
- The whole school is closed due to an outbreak of Covid-19 or a local lockdown.

If your child is absent due to self-isolation or is awaiting a Covid test result:

The Oak Academy have resources available for each key stage and subject. If a child is off for a few days, and they are well enough, these lessons are ideal. Parents should prioritise maths and English activities.

<https://classroom.thenational.academy/subjects-by-key-stage>

Other websites that we would recommend are:

<https://www.topmarks.co.uk/>

<https://www.phonicsbloom.com/>

<https://www.bbc.co.uk/bitesize/primary>

<http://www.crickweb.co.uk/>

<https://www.funwithspot.com/>

<https://www.earlylearninghq.org.uk/>

<https://learnenglishkids.britishcouncil.org/>

<https://www.teachyourmonstertoread.com/>

<https://www.teachingideas.co.uk/>

<https://home.oxfordowl.co.uk/>

<https://www.phonicsplay.co.uk/> (currently free using the username: march20 password: home)

<https://www.ictgames.com/mobilePage/literacy.html>

<http://primarygamesarena.com/Subjects/Maths>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

If your child is absent due to a whole 'bubble' being closed or if the whole school is closed:

Class teachers will provide structured daily lessons within:

- Maths
- Phonics
- English (spelling or writing)
- Another curriculum area, (for example RE, science, history etc) (RE will be sent weekly)
- A question or thought to discuss in relation to our vision, mission and values.

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools (*Class Dojo*)
- Use of short recorded video/instructional videos (when needed and at the teacher's discretion) and weekly collective worship videos.
- Phone calls home
- Printed learning packs (only for those who have difficulty accessing the internet)
- Use of websites to supplement learning.
- PE activities and challenges from set websites, or from school challenges set by Mrs Thomas or class teachers
- Music activities will be set by the peripatetic teacher from the music service.
- Subscriptions purchased by the school to aid home learning.

PHYSICAL ACTIVITY

<https://www.gonoodle.com/>

We are extremely aware that, should your child be off school, physical activity is essential in keeping well and healthy. However, if you and your family are self-isolating this is going to be hard as, current guidance is that, you are only permitted to make use of your private outdoor space. We would therefore recommend looking at GoNoodle. This is recommended by teachers who use it in their own classrooms, GoNoodle is a great resource for getting kids up and moving with fun, colourful, musical games and activities.

Also worth a try: <http://www.yogabugs.com> or <https://www.youtube.com/user/CosmicKidsYoga>

Why not play this [Fitness Monopoly](#)

In the event of a local lockdown rules may be different so please ensure that you listen and follow current government/local government guidance.

4. Home and School Partnership

St Mary's C of E 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.

We will provide support for parents on how to use Clasdojo, as appropriate, and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Mary's C of E Infant School would recommend that each 'school day' maintains structure.

Our recommended structure for the day for Year 1 and 2 pupils would be:

9.00-9.45 Mathematics

9.45 – 10.10 Phonics

10.10 - 10.30 Reading

10.30 – 11.00 Snack and break

11.00 – 11.40 English

11.40 – 12.00 Handwriting Practise

12.00 – 1.00 Lunch

1.00 – 1.10 Discussion around the school's vision, mission, values and learning behaviours as per home learning

1.10 - 2.10 PE/Outdoor Learning

2.10 – 3.10 Topic (RE/Science/PSHE)

Our recommended structure for the day for reception children would be:

9.15 - 9.25 Literacy (reading and discussing a book, making your own version)

9.25 - 11.45 Grow time (child- initiated learning where you help them develop their learning through play. This is when they would have the opportunity to have their snack) This time should allow for being physically active and developing gross and fine motor skills.

11.45 - 12.00 Shared story time

12.00 - 1.00 Lunch

1.00 - 1.15 Phonics (This should include practising saying the letter sounds, reading the common exception words and letter formation for the learnt letter sounds)

1.10 - 2.40 Grow time (child- initiated learning where you help them develop their learning through play.) This time should allow for being physically active and developing gross and fine motor skills

2.50 - 3.00 Discussions around the school's vision, mission, values and learning behaviours as per home learning.

3.00 - 3.10 Topic (music, talking about the world, communities and how we are the same and different)

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 case-to-case basis.

All children should have signed an 'Acceptable Use Policy' as part of our Online Safety Policy at school, which includes e-safety rules and this applies when children are working on computers at home.

5. Roles and responsibilities

Teachers

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

When providing remote learning, teachers must be available 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.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes.
 - The work set should allow for the timetable above to be followed.
 - Daily work will be shared
 - Teachers will be setting work using Class Dojo
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 5pm.
 - All curriculum tasks submitted by 3.30pm and teachers will comment by the end of the week.
- 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 parents should be contacted via Class Dojo to access whether school intervention can assist engagement.
 - All parent/carer emails should come through the school admin account admin@st-marysinfants.herts.sch.uk
 - Any concerns shared by parents or pupils should be reported to a member of SLT— for any safeguarding concerns, refer immediately to the DSL

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

Teaching Assistants

Teaching Assistants must be available 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, Teaching Assistants must complete tasks as directed by the SENCO or a member of the SLT.

Teaching Assistants will be guided by the SENCO to set personalised learning activities for children with SEND.

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 within all year groups.
- 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 pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding leads

The school DSLs are responsible for managing and dealing with all safeguarding concerns. For further information, please see the Child Protection Policy.

The DSLs are: Miss Edey (Headteacher)

Mrs Thorp (Deputy Headteacher)

IT Technicians/Computing Lead

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 SENCO/Inclusion Lead

- 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.
- Identifying the level of support for SEND children

Pupils and parents

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

- Complete daily tasks to the deadline 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any concerns known to staff

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.
- Monitoring any communication from parents and sharing these with relevant 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. Marking and feedback

All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
 - Returned on or before the deadline set by the relevant member of teaching staff.
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
 - Marked with a positive comment and feedback.
 - Returned to the pupil, once marked, by an agreed date.
- The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
 - Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via the ClassDojo if their child is not completing their schoolwork or their standard of work has noticeably decreased.
 - Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible.
 - Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible

8. School day and absence

- Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- Parents will inform the school no later than 8:30am if their child is unwell.
- The school will monitor absence and lateness in line with the Attendance Policy.
- All pupils are expected to take regular breaks from remote learning activities, in line with the normal timings of the school day.
- Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

9. Safeguarding

- This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.
- The DSLs and Headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSLs will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSLs will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded on CPOMS and suitably stored in line with the Data Protection Policy.
- The DSLs will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

10. Food provision for children on Free School Meals

- The school will signpost parents via parent mail towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- Where applicable, the school may provide the following provision for pupils who receive FSM:
 - Making packed lunches available for delivery or collection
 - Providing vouchers to families

11. Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- All contact details will be stored in line with the Data Protection Policy.
- The school will not permit paper copies of contact details to be taken off the school premises.
- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

12. Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

- Parents are responsible for ensure that pupils know how to use their own electronic devices safely.
- If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.
- Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

13. Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency.
- The school will communicate with parents via ClassDojo, parent mail and the school website about remote learning arrangements as soon as possible.

- The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
- The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- Members of staff will have contact with their Phase Leader once per week.
- As much as possible, all communication with pupils and their parents will take place within the school hours.
- Pupils will have verbal contact with a member of teaching staff at least once per week via group phone call/class chat.
- Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.
- The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

14. Links with other policies and development plans

This policy is linked to:

- Safeguarding – Keeping Children Safe In Education September 2020
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls and recorded video
- Classdojo code of conduct

15. Monitoring and review

- This policy will be reviewed on an annual basis by the Headteacher.
- Any changes to this policy will be communicated to all members of staff and other stakeholders.

- The next scheduled review date for this policy is the Summer term 2021.