St. Mary's Church of England VC Infant School

'Sharing, Caring, Learning and Loving with God'

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Remote Education Policy

Policy Review:

This Policy will be reviewed annually

Reviewed	January 2021
Next Review	January 2022

Our Vision

We aspire to be a community living life in all its fullness. We share, care, learn and love with God, valuing the dignity and respect of all humanity and creation. Through the power of the Holy Spirit Jesus' Kingdom comes and everyone can flourish together.
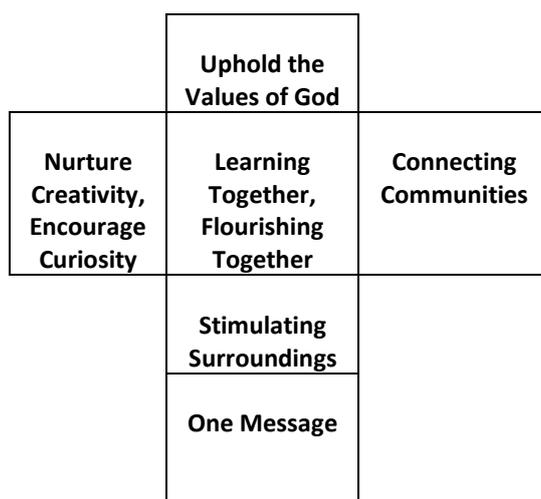
Our Mission

'Sharing, caring, learning and loving with God.'

Our Values

Friendship, Perseverance, Respect, Trust, Thankfulness, Humility, Generosity, Forgiveness, Courage, Peace, Compassion, Responsibility

Our 6 Key ideals that underpin our vision

	Uphold the Values of God	
Nurture Creativity, Encourage Curiosity	**Learning Together, Flourishing Together**	**Connecting Communities**
	Stimulating Surroundings	
	One Message	

Understanding our vision

Our 6 key ideals were created through the input of all stakeholders as being important factors in what we want from our school every day.

'We aspire to be a community living life in all its fullness' (John 10:10) Church of England vision for Education

'Sharing, Caring, Learning and Loving with God' (School's mission statement)

'Valuing the dignity and respect of all humanity and all creation' (Reference to Jonah and the Whale and the Church of England vision)

'Through the power of the Holy Spirit' (The importance of the Holy trinity and that we can't do it alone. We must work together.)

'Jesus' kingdom comes.' (Themed verse, Lord 's Prayer and the goal of the school for us to create a peaceful and successful kingdom)

Flourish: Achievement

Together: Community

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 Infants)* 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 waiting a COVID-19 test result, self-isolating, 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 *(Microsoft Teams)*

- 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, e.g. MyMaths & Bug Club

PHYSICAL ACTIVITY

https://www.fitterfuture.com/

We are extremely aware that, should your child be off school, physical activity is essential in keeping well and healthy. However, if you are 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 will provide each child with their own log in details for this site.

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 Microsoft Teams 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.

An online class registration will happen each morning and attendance at this is compulsory. The time of registration will be:

Year 2 – 8.55am

Year 1 – 9.15am

Reception – 9.25am

Each child will have a meeting scheduled in Teams in order for them to attend registration.

Year 1 and 2 Lessons & Marking

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure, for example:

9am – 9.20am	Phonics
9.20am – 9.40am	Maths
9.40am – 10am	Guided reading
10am – 10.30am	Maths
10.30am – 10.45am	Break
10.45am – 11.15am	Literacy
11.15am – 12noon	PSHE
12noon – 1pm	Lunch break
1pm onwards	Afternoon topic

As guidance, for Year 1 and 2 students, we would recommend the following amount of time per day is spent working on each subject:

20 minutes	30 minutes	45 minutes
Phonics	Maths	PSHE
Maths Fluency	Literacy	PE
Reading or Comprehension	Extended Writing	Music
		Computing
		RE

Each phonics lesson will mainly be set by video.

One Maths Fluency video will be provided a week, with the intention that students will repeat watching it each day.

Collective Worship will be sent by video for children to participate at home.

A video recorder lesson will be provided once a week.

Marking

Literacy & Extended Writing – 2 pieces of work will be marked per week – the extended writing task and 1 other

RE – marked each week

Topic – 1 piece of work per week

Maths – answers will be sent to parents to mark, feedback will be provided from the teacher

Reception Lessons & Marking

For students in Reception, we would recommend the following amount of time per day is spent working on each subject:

15 minutes	20 minutes
Phonics text (Collins Big Cat)	Phonics
Literacy	PSHE
Handwriting	PE
Maths Fluency	Music
Maths	RE

Once further activity per day, linked to coverage on development matters/Early Learning Goals/Outcomes will be made available on a Monday to be completed during that week.

Marking

Marking and feedback will be given on the following days

Phonics – Monday & Wednesday

Literacy – Thursday

Maths – Tuesday & Friday

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 Microsoft Teams
- 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 assess whether school intervention can assist engagement.
  - ➢ All parent/carer emails should come through the school admin account admin@stmarysinfants.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.

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
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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)

Mrs Archer (Pastoral Lead)

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

- 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

6. 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

7. 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.

8. 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.

9. Food provision for children on Free School Meals

- The school will signpost parents via School Gateway 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 care packages available for collection. These will be delivered if a family is isolating.

  - Providing vouchers to families

10. 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 Appendix 1 of the school's GDPR policy.

- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or Disciplinary Policy and Procedure.

11. 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.

12. 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, School Gateway 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 or video conference.

- 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.

13. 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
- Class Dojo code of conduct
- Online Home Learning Responsible User Agreement

14. 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.

If you would like additional resources

The Oak Academy have resources available for each key stage and subject. 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