

BROOKLAND INFANT AND NURSERY SCHOOL



Remote Learning Policy

Contents

1. Aims	3
2. Roles and responsibilities	4
3. Who to contact	7
4. Data protection	7
5. Safeguarding	8
6. Monitoring arrangements	8
7. Links with other policies	8

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Who is the plan applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

This plan outlines expectations for class bubble or partial school closure, rather than individual cases. Individual pupils who are isolating due to health issues (based on government advice) and choose not return to school will be supported on a case by case basis.

Remote learning for pupils

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one need fall behind. Below is an outline of the provision that will be made and some guidance given on the role of pupils, teachers and parents.

We have used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supportingstudents-to-learn-remotely/>

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered.
"There was no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching")."
- Ensuring access to technology is key, especially for disadvantaged pupils.
"In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential,"
- Peer interactions can provide motivation and improve learning outcomes.
"Different approaches to peer interaction are likely to be better suited to different age groups"
- Supporting pupils to work independently can improve learning outcomes.
"Multiple reviews identify the value of strategies that help pupils work independently with success"
- Different approaches to remote learning suit different types of content and pupils. *"Teachers should ... consider which approaches are best suited to the content they are teaching and the age of their pupils".*

Curriculum

At Brookland Infant & Nursery School we know that there has been much disruption to children's education, therefore, is committed to giving all children a quality education in the form that has been designed by the school. Therefore, the school is committed to ensuring that any remote learning is aligned to the school curriculum. This means the school community maintains cohesion and children are enthused by their learning. Our curriculum aims will therefore continue to be delivered by ensuring that teachers take ownership of remote learning packages with children's individual needs being accounted for. However, there will be times when teachers do direct families to some online learning platform to complement their learning such as:

- Oak National Academy
- BBC Bitesize

- White Rose Maths
- Purple Mash
- Bug club
- Top Marks
- Tapestry
- Mr Thorne does Phonics
- Google meet
- Google classrooms

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education.

The remote learning set by the teachers will follow the long-term curriculum plan for their year so that children can continue to access the relevant curriculum and continue to make progress. Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND

The governors and senior leadership team at Brookland Infant & Nursery School are fully aware that these are exceptional times and families may have unique challenges, and because of this will endeavour to approach remote learning in way which is most supportive.

We realise that the circumstances that cause our school to close will affect families in a number of ways.

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of older children.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.30 – 3.30

If they're 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.

Teacher expectations

- Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners.
- Early Years should post relevant activities on Tapestry
- Should remote learning need to be set for a class or bubble, the KS1 work for the week in English, Maths and other subjects will be emailed (or the links to purple mash).
- The KS1 information will contain:
 - All website links needed to access home learning resources along with clear information about the learning for that week. This may include reference to daily tasks for relevant subjects
 - Daily English / phonic / spelling / handwriting activities
 - Links to daily Maths lessons – in years 1 & 2 & Reception these will often be linked to the White Rose Maths curriculum however teachers may provide further resources and guidance.
 - Activities from the wider curriculum
 - Worksheets to accompany lessons where appropriate.
 - The work should equate to 3 hours per day learning time.
- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via the email address that corresponds to each child's class e.g. maple.class@brooklandinfants.herts.sch.uk or via Tapestry for EYFS
- Staff and parents should communicate via the class email address at least weekly.

- The school will target families with low engagement so that they can support remote learning. This could include welfare phone calls with class teachers or a member of the SLT and/or socially distanced home visits
- Where limited accessibility to technology has been proven and a loan of equipment is not possible, home packs will be available in school for families to pick up.
- Teachers will continue to develop the expertise gained in remote learning during the school closure between March and July and respond to parents changing needs where possible.
- Teachers will make sure all children and parents have access to any logins

In the event of a further national lockdown the teachers will also plan to:

- Make a virtual face to face meeting with all children at least once a week
- Teach small groups virtually using a safe technological platform when the curriculum planning demands it.
- Provide suitable planning and resources that can be used by parents at home and Teaching assistants in school to support children's learning.

➤ Attending virtual meetings with staff, parents and pupils :

- Dress code – please make sure you are dressed appropriately
- avoid areas with background noise, nothing inappropriate in the background

Remote teaching for staff who are self-isolating

- All staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this.
- If a member of staff is required to self-isolate, they are expected to:
 - Follow normal reporting procedure for planned absence.
 - Get tested if they are showing symptoms
 - Should a staff member be tested, they are expected to share the result of this test with school so that appropriate plans can be made.
 - Whilst self-isolating, and if able to do so, staff will be given administrative jobs, a project that promotes progress towards the school development priorities or asked to support with the online learning provision for their year group.
 - If class teachers are unwell, but the bubble remains open, their duties will be covered by another staff member or supply teacher
 - Communication and planning during this time will not be undertaken until the teacher is fit to work.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during normal working hours

If they're 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 assisting with remote learning, teaching assistants are responsible for:

➤ Supporting learning for pupils who are in school bubbles (max 15 pupils)

- Supervising learning based on remote learning planning done by teachers
- Liaising with teachers with feedback about planning
- Liaising with teachers with feedback about pupil's learning
- Reporting any concerns to the correct person

If TAs are not able to be in school due to shielding or self-isolation they may be able to support pupils who aren't in school with remote learning by

- Supporting specific pupils identified by the class teacher
- Giving support by class email
- Phoning parents (explicit permission is needed to do this from home)

- Researching activities and resources relevant to the curriculum
- Administrative jobs for the good of the year group.

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Co-ordinating the remote learning approach across the school
- › Monitoring the effectiveness of remote learning through:
 - Regular meetings with Year Group Leaders
 - Reviewing planning and activities
 - Analyse parental engagement
 - Getting parental feedback
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Designated safeguarding lead

The DSL is responsible for:

All safeguarding matters. See [website](#) for policies.

2.5 Pupils and parents

Family (pupil/parent/carers):

- Key Stage 1 - Where possible, it is beneficial for young people to maintain a regular and familiar routine, and we recommend that each 'school day' maintains a similar structure. **Learning time should total approximately 3 hours** A suggested timetable is:
 - 15 - 30 mins reading from Bug Club, doing the mini quizzes and discussing books
 - 20 mins English / phonics / spelling
 - 20 mins physical activity
 - 20 mins Maths
 - 20 mins independent activities
 - Lunch
 - 10 mins handwriting
 - 20 mins problem solving e.g. jigsaws or other puzzles (sometimes using technology)
 - 20 mins physical activity
 - 20 mins Topic work
 - 20 mins joint or independent activity e.g. cooking, painting, modelling, tidying, choosing activities for the next day
- Early years
 - 15 - 30 mins reading from Bug Club or their favourite books.
 - 20 – 40 mins Tapestry activities – this could be broken down into 5 – 10 minute chunks
 - 30 - 60 mins physical activity
 - independent activities
 - Lunch
 - 10 mins finger strong – activating the muscles in the hands and arms
 - 20 mins problem solving e.g. jigsaws or other puzzles (sometimes using technology)
 - 30 - 60 mins physical activity
 - 10 mins Tapestry activities
 - 30 mins joint or independent activity e.g. cooking, painting, modelling, tidying, choosing activities for the next day
- **Please adjust the timings and activities to take into account the needs of your own child.**

- This structure should also include regular bedtimes and always daily reading for pleasure.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the class email address e.g. beech.class@brooklandinfants.herts.sch.uk or via Tapestry.
- Parents should take photos etc of completed work or activities undertaken and email them to the class teacher so that they can give feedback and suggest extension activities if needed.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include
 - finding an appropriate place to work
 - organising resources
 - discussing what the support could look like
 - agreeing targets and goals
 - use Now & Next visuals
- Please encourage them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices.
- Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available. These will be discussed on case-to-case basis.

Online Safety

- Monitor what your child is accessing on any device.
- Check out any websites we suggest before letting your child access them
- Report any inappropriate content to CEOP

Consultations

- **These will take place remotely via School cloud**

2.8 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

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- › Issues in setting work – talk to the relevant Year Group lead or SENCO
- › Issues with parents - talk to a member of SLT
- › Issues with their own workload or wellbeing – talk to a member of SLT
- › Issues with messages to parents – talk to the admin team or email admin@brooklandinfants.herts.sch.uk
- › Concerns about data protection – talk to the data protection officer Jane Allen
- › Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will follow the procedures outlined in the relevant school policies.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- › Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- › Ensuring the hard drive / data stick is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- › Making sure the device locks if left inactive for a period of time
- › Not sharing the device among family or friends
- › Keeping operating systems up to date – always install the latest updates

5. Safeguarding

See [website](#) for policies.

Report all safeguarding concerns to the DSP – head@brooklandinfants.herts.sch.uk

6. Monitoring arrangements

This policy will be reviewed annually or sooner if Government advice changes. At every review, it will be approved by SLT.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child protection policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy