

Remote Education Policy for Broomhill First School

1. Introduction

Broomhill First 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. This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including SEND) who aren't in school through use of quality online and offline resources.
- Provide clear expectations for members of the school community with regards to delivery of high quality 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 (e.g. CPD).
- Support effective communication between the school and families and support attendance.

3. Who is this policy applicable to?

- A child (*and their siblings if they are also attending Broomhill First School*) 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 (Tapestry) KS1 KS2 (Class Dojo)
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of online materials such as BBC Bitesize, White Rose Maths, Oak Academy.

5. Home and School Partnership

Broomhill First School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning may look different for different families in order to suit their individual needs.

Broomhill First School will provide support for parents on how to use Class Dojo and other online learning tools, as appropriate.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Broomhill First School would recommend that each 'school day' maintains structure and will support parents to plan for this.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, 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 a case-to-case basis.

All children sign an 'Acceptable Use Policy' which includes e-safety rules and this applies when children are working on computers at home. See our website for details (Online Safety Policy in Policies section)

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 it is fewer children isolating and the majority of the class are in school.

Broomhill First School will provide a training session for new staff regarding remote learning.

When providing remote learning, teachers must be available to support parents between 8.30am and 3.30pm (lunch 12noon – 12.45pm).

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 follow the usual timetable for the class had they been in school, wherever possible
- Providing feedback on work:
 - Parents asked to upload evidence of work completed on a daily basis. Teacher response will take place on same day or following morning, depending on what time evidence uploaded.
- 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, parents should be contacted via phone to assess whether school intervention can assist engagement.
 - All parent/carer emails should come through the school admin account, although parents will be encouraged to communicate electronically with their child's teacher via Tapestry or Class Dojo.
 - Any complaints or concerns shared by parents or pupils should be reported to the headteacher—for any safeguarding concerns, refer immediately to the Designated Safeguarding Lead (Julie Newton, Headteacher or, in her absence, Elaine Haves, Deputy Designated Safeguarding Lead).
- Ensuring that they follow the code of conduct for phone calls and use of personal devices:
 - Withhold personal numbers. No recording of any calls on personal devices.
 - Ensure sign out from online learning platforms when using personal devices and that no other person has access to the device when signed in.

Teaching Assistants

Teaching assistants must be available during their normal hours of work.

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 Headteacher.

Headteacher

The Headteacher is responsible for:

- Co-ordinating the remote learning approach across the school including monitoring of engagement.
- Monitoring the effectiveness of remote learning through regular meetings with teachers, reviewing work set, seeking 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 Child Protection Policy.

The SENCO

Ensuring 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.

Pupils and parents

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

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. Links with other policies and development plans

This policy is linked to our:

- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct

8. 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. In the first two days, we will send pupils home with a paper-based pack. We will aim to provide work that children can access independently or with limited support.

Following the first few days of remote education, your child will have access to 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. We will use Class Dojo as our main communication method, where you will find set work. We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- 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)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils

In EYFS, we expect that children work for 3-4 hours per day on the teaching and learning activities provided.

In KS1, we expect that children work for 4 hours per day on the teaching and learning activities provided.

In KS2, expect that children work for 5 hours per day on the teaching and learning activities provided.

We recognise that some pupils may not have suitable online access at home. There is a limited stock of devices that we may be able to loan to families. We are also able to provide paper-based packs where appropriate. To request a paper-based pack, please contact the school office.

We expect that all children engage in remote learning. Staff will contact families via telephone to discuss your child's progress.

If your child is not in school because they are self-isolating, a paper-based pack of teaching and learning resources will be provided.