



Remote Education Policy for Dogsthorpe Infant School, **October 2020**

Statement of School Philosophy

Dogsthorpe 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.

Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school as a result of Government guidance or the closure of a bubble.
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- 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 members of the school community with regards to delivery high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as supporting pupil and parent mental health and well-being.
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

Who is this policy applicable to?

- A child who is absent because they are awaiting test results (for themselves or a member of their family) and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school.
- 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.
- The school is closed due to local or National lockdown.

Content and tools to deliver this Remote Education Plan (see separate document for further details).

The learning offered remotely will:

- Follow the curriculum planning intended for classroom delivery (i.e. long-term and medium term plans) as closely as possible. This will ensure that pupils' knowledge and skills will be built incrementally.
- Revise and reinforce prior learning and introduce new learning as appropriate to the progress of pupils.



- Be adjusted in response to work submitted by pupils (i.e. repeat a lesson if required, extend challenge etc).

Resources to deliver this Remote Education Plan include:

- Online tools – Dojo, Teams, Zoom
- Use of recorded video for short lessons, story times, Shine Times
- Phone calls home
- Printed learning packs for children who do not have sufficient IT access. If this can be collected safely (i.e. by a different family member) then we will arrange this. If this isn't possible, then the work will either be posted or delivered by a member of DIS who will drop it through the letterbox (no engagement).
- Toolkit packs – exercise book & pencil and resources to support learning (e.g. number lines, letter formation etc)
- Where appropriate, school iPads to be lent to child to enable access to online learning
- Use of BBC Bitesize, Oxford Owls and Phonics Play and other appropriate platforms that will be subscribed to during the year

The remote learning offer will be:

- Daily English and Maths using Dojos
- Daily Phonics on school website
- Daily Reading using Dojos and platforms such as Oxford Owls
- 2 x Topic sessions per week (e.g. History, Art, Science etc). These may be taught in block i.e. an Art week, a History week or different subjects focused on each week.
- Weekly PSHE session with a focus on well-being
- 2 x PE per week

This offer will be reviewed following feedback from parents/carers and staff.

The detailed remote learning planning and resources to deliver this policy can be found on Class Dojo.

Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning.
- Pupils will study a broad range of subjects, as outlined on the school's long-term plans.
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Activities will be varied and not solely consist of 'screen time'; for example setting art activities, activities to promote outdoor learning etc.
- Those who cannot attend school will access similar learning to that which their bubble is completing within school.
- Resources will be quality assured by subject and senior leaders. Learning and Teaching Managers will oversee the daily offer and support their teams in its delivery. Subject Leader will monitor learning set for their subjects.
- Staff will have the training they need to provide online learning safely
- All pupils will have access to the resources they need to learn. We will ensure this by lending IT devices or providing packs of learning activities which closely match the digital offer.



- Teachers will use Dojos to communicate the learning objective and success criteria to pupils.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families to provide learning activities and resources which are aligned to their individual targets.
- COVID catch-up funding will be used effectively to subscribe to high quality online platforms for use in and out of school.
- Staff workload will be managed by the SLT. Feedback will be sought from staff about the remote learning offer, the engagement of pupils/families and the quality of work being submitted. Plans will be reviewed following feedback, as appropriate.
- Leaders will measure engagement in remote learning by asking teachers to report names of children not engaging in any remote learning or children they are not communicating with on a daily basis. This information will be used to review provision and make changes as necessary.

Home and School Partnership

- Dogsthorpe 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 an online training session and induction for parents on how to Clasdojo as appropriate and where possible, provide personalised resources. A training video will also be uploaded to the school website for parents to refer to.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure and will provide an example timetable for each year group to support this. This will be shared via our school website and on Dojos.
- 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.
- We ask that parents support their children in their reading as far as they are able, so that they continue to read using home reading books or access online reading resources via Oxford Owl (or any others teachers direct the class to).
- 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.
- We remind all parents/carers about the importance of online safety and to ensure they closely monitor their child's use of technology, both for learning and in leisure time.

Roles and responsibilities

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Adapting long-term plans so that teachers are aware of how objectives can be taught remotely.
- Co-ordinating the remote learning approach across the school inc. monitoring of engagement.
- Lead virtual meetings with teams to plan and ensure consistency across the year group.



- Organising remote learning for classes where the teacher is unwell (this will include delegating to other teachers in the same team).
- Ensuring all children have access to remote learning either through providing hard copies of work or through the lending of school IT devices.
- Monitoring the effectiveness of remote learning 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.
- Provide a training session and induction for staff on how to use Class Dojos.

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.

- Teachers will be provided with the necessary training on how to use Class Dojos.
- Provide the remote learning offer as detailed above.
- Give feedback on all English, Maths, Phonics, Reading and Topic work submitted before the next lesson in that subject is taught.
- When providing remote learning, teachers must be available between 9am-12pm and 1pm-3pm to provide support and feedback. Any learning received after 3pm will be reviewed the following day.
- 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.

(STAFF - please refer to separate 'Remote Learning Plan' which outlines in more detail resources, the role of SLT and the role of Class Teacher.)

Keeping in touch with pupils who aren't in school and their parents:

- Teachers are expected to make weekly contact via Dojos, Zoom/Teams and (if appropriate) phone calls.
- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer queries should come through Class Dojo to the teacher.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL. Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact their Learning and Teaching Manager.

Teaching Assistants

- Teaching assistants must be available during their contracted working hours.
- 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, the teaching assistant must complete tasks as directed by their class teacher or a member of the SLT. Examples of tasks are:
 - Assisting the class teaching in curriculum delivery
 - Supporting reading/phonics through 1:1 sessions with children (following all safeguarding guidance in regards online learning)
 - Preparing home learning resources
 - Undertake online CPD
 - Attend virtual meetings with class teacher/team



- Communicate with parents
- Completion of work linked to school priorities

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.

The SENDCO

- Ensuring that pupils with EHCPs 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 EHCPs.
- Contacting pupils with EHCPs on a weekly basis to offer support and advice.

The SBM

- 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.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day.
- Complete work to the deadline set by teachers.
- Seek help if they need it from teachers and alert them if they are unable to complete work.

Staff can expect parents with children learning remotely to:

- Where possible, maintain a regular and familiar routine (using the model timetable).
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus.
- 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 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 reason



Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and Teaching Assistants should not use their personal devices for any home learning or communication with parents and should not store pupils' personal data on their own electronic devices.

Keeping Devices Secure

- All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:
- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft

Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance within the Safeguarding Policy.

Staff must ensure all communication with parents and pupils is conducted through the Class Dojo system following normal guidance and ensure this remains professional.

Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background