Remote Education Policy for Ferndown First School September 2020

Introduction

Ferndown First School has always strived to support parents and children to make home learning purposeful. Our strategy for extended remote learning, due to Coronavirus pandemic continues this.

This plan outlines expectations for self-isolating pupils and also where there might be class, bubble or partial school closure, as a result of a Covid19 positive test result for a close contact.

The governors and senior leadership team are aware that these are exceptional times and each family is unique.

We realise that the circumstances that cause our school to close will affect families in a number of ways. For extended remote learning to be fully successful we recognise the need for flexibility and cooperation between Ferndown First School, parents and children.

Aims

This Remote Education Policy aims to:

- Set out expectations for all members of the school community with regards to remote learning
- Ensure consistency in the approach to remote learning for all pupils (inc. SEND) who aren't in school
- Support effective communication between the school and families and support attendance
- Provide appropriate guidelines for data protection
- Ensure pupils unable to attend school remain fully included within the school community.
- Ensure that remote education is integrated into the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

This policy is applicable to:

Every child or member of staff who are unable to attend school due to following self-isolation guidelines as set out by the most up to date government guidance.

- A continuous, dry cough
- A high temperature above 37.8℃
- 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

Remote learning for pupils

Despite recent disruption to children's education, Ferndown First School remains committed to ensuring that all children continue to receive a purposeful education should the need for remote learning arise.

We will provide guidance to appropriate remote learning for pupils who are not able to attend school so that all children continue to make progress and reach their potential.

Ferndown First School has used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

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
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to learning independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

Content and Tools to Deliver Our Remote Education Plan

Resources to deliver our Remote Education Plan include:

- Online tools for EYFS KS1 KS2 for staff CPD and parent sessions Tapestry/Teams/Loom/Zoom/
- Use of recorded instructional videos and assemblies
- Phone calls home – Using 3CX
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, Century (Yr3 and Yr4), Spelling Shed, Maths Shed, Bug Club, Espresso, Spag.com, TT Rockstars,

Home and School Partnership

- Ferndown First School is committed to working in close partnership with families. We recognise remote learning will look different in each home and we will provide support for parents on how to use online tools, and any personalised resources in order to suit their individual needs.
- Every effort will be made by staff to ensure that learning is set promptly.
- Should accessing learning be an issue, parents should contact school promptly and alternative solutions may be available.
- We would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.
- All children should be regularly reminded of e-safety rules when using computers at home.

Roles and responsibilities

Teacher expectations

Setting Work

- Teachers will provide learning for their current class. The amount of work they need to provide daily is one Maths and English lesson, plus 3/4 lessons for foundation subjects each week.
- In addition, daily phonics lessons will be planned for KS1 and SPAG lessons for KS2.
- A timetable will be provided to help structure each day
- The work will be set weekly and uploaded to Tapestry by 10am each Monday morning.
- Teachers will save weekly learning packs on the Staff Drive no later than the preceding Thursday lunchtime to enable printed packs to be prepared for some children.

Feedback

- Pupils can upload work to Tapestry.
- All work submitted will be acknowledged by the teacher
- Feedback will be given for English and Maths. This may be group, whole class or individual feedback.
- Feedback will be age appropriate and shared in a timely way, 3-4 times per week.
- Teachers will respond as quickly as possible, within reason, to requests for support from families at home.

Keeping in Touch

- In the event of a national or local lockdown, teachers will contact pupils at least once per fortnight.
- Vulnerable pupils will be called weekly by Headteacher, SENCO or School Support Worker
- In the event of individual or class/year group isolation, communication will be via Tapestry.
- If there has been no communication from either a parent or child via Tapestry by day 3 of self-isolation period a member of staff will call parents/pupils on day 4.

Engagement and Concerns

- Teachers should respond to emails/messages from parents (or children) within 48hours.
- 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.
- Any concerns should be recorded on My Concern and DSL alerted.
- Urgent safeguarding concerns must be alerted by phone call and/or CHAD contacted (01305 228558)
- Any complaints or concerns shared by parents or pupils should be reported to a member of SMT.

Phase and Senior Leaders

Alongside any teaching responsibilities, Phase Leaders and Senior Leaders are responsible for:

- Co-ordinating the remote learning approach
- Monitoring the effectiveness of remote learning and reviewing the security of remote learning systems
- Monitoring well-being of pupils and staff

If a class teacher is unwell and unable to lead remote learning, then non-class-based teachers supported by HLTA/Senior Teaching Assistants with the relevant skills, will take responsibility for this.

Designated Safeguarding Leads

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

Trailblaze IT

Technicians are responsible for:

- Fixing issues with systems used to set and collect learning
- 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
- Preparing loan devices for eligible children and providing instructions for parents

The **SENCo** is responsible for supporting teachers to:

- Identify the level of support a child needs
- Ensure that remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensure 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 and IHPs

Pupils and Parents

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

- If a class or year group is isolated, the children will be sent home with their home reading book in addition to an exercise book

- Should anything be unclear in the learning that is set, parents can communicate with class teachers by contacting the school office. They should make clear which year group and subject the question relates to.

- We encourage parents to support their children's learning by discussing the tasks and activities set together, and then making appropriate plans to complete it, using the timetable provided as a guide. This will include finding an appropriate place to work and, to the best of their ability, supporting pupils with learning encouraging good levels of concentration.

- Every effort will be made by staff to ensure that learning tasks are set promptly .Should accessing learning be an issue, parents should contact school promptly and alternative solutions will be considered

- For our youngest children, many activities will be practical. A list of useful resources commonly found at home, will be provided to parents.

Staff can expect pupils learning remotely, supported by their parents to:

- Complete learning to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete learning

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete the work set
- Seek help from the school if they need it

Remote teaching and support from staff who are self-isolating

Staff are required to self-isolate if they show symptoms defined by PHE.

If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- Get tested as soon as possible and share the result of this test with school so that appropriate plans can be made.
- Deliver online learning provision or complete whole school improvement work. This will be communicated by their phase leader, Deputy Headteacher or Headteacher and will be allocated on a case-by-case basis.
- attend virtual meetings with staff, parents and pupils
- When meeting, it is expected that the staff find a suitable place to hold the meeting, avoiding noise or unnecessary distractions.
- Staff must also be aware of their surroundings when on camera and must follow the Covid-19 Safeguarding and Child Protection Policy
- If unwell themselves, teachers will be covered by another staff member.
- Communication and planning during this time will not be undertaken until the teacher is fit to learning.

Remote learning responsibilities for individual children who are self-isolating

It is the expectation of the DfE that children who are isolating should not miss out on their education and should have suitable, curriculum-linked work set. Therefore, class teachers should:

- Ensure that work is available for isolating pupils and is uploaded to Tapestry by 9:00am on Day 2 of isolation.
- Where work can be set on Day 1, it should be – however, this will depend on the notification period given.
- Where practical, ensure remote learning matches lessons being taught that day.

There is no expectation that lessons are streamed live

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as purposeful as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Monitoring the wellbeing of school staff during lockdown periods

Safeguarding

Please refer to the Child Protection Policy, Procedure and Guidance 2020-21 Document and the COVID Safeguarding and Child Protection Policy (Appendix 1).

Data Protection

When accessing personal data for remote learning purposes, all staff members will:

- Have access to My Concern to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Be able to access parent contact details via SIMS using a Remote Desktop and secure password. Do not share any details with third parties and ensure SIMS/Remote Desktop is logged off.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils

Processing personal data
Staff members may need to collect and/or share personal data 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.

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
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Links with other policies and development plans

This policy should be read in conjunction with

- Safeguarding Policy
- Behaviour Policy
- Child protection policy and Coronavirus addendum
- Data protection policy and privacy notices
- Online safety policy
- Code of Conduct for Phone calls, Video conferencing and recorded video