

## Rumboldswhyke Church of England Infants' School

### Remote Education Policy

#### 1. Statement of School Philosophy

At Rumboldswhyke Church of England Infants' School, children are at the very heart of every decision we make. Everything we do is designed to create the very best learning environment we can to enable all children to thrive.

Our school motto is 'Love life, love learning'. We are a happy, vibrant school, where our Christian values underpin our caring culture.

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 for members of the school community with regards to delivering 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.

#### 3. Who is this policy applicable to?

- A child, who is well but 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.
- 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.

#### 4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tool for EYFS and Year 1- Tapestry, Year 2 Seesaw.
- Use of Recorded instructional videos and assemblies
- Printed learning packs if necessary
- May include links to online teaching videos - BBC Bitesize, Oak Academy, White Rose

#### 5. Home and School Partnership

Rumboldswhyke Church of England Infants' 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 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.

When starting at Rumboldswhyke School, parents sign an 'Acceptable Use Policy' on behalf of their child. This includes e-safety rules and applies to when children are working on computers at home.

## 6. Roles and responsibilities

### **Teachers**

Rumboldswhyke School will provide a refresher training session and induction for new staff on how to use Seesaw and / or Tapestry.

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, this will be differentiated to match the child's needs.
- The work set should follow what would usually happen on that day in the class had they been in school, wherever possible.
- Daily work will be shared by 9am. This may be uploaded the day before. On the first day of absence, there will not be a video.

Teachers in all classes will be setting work on Seesaw using the activity setting function. Children should post their work by clicking on



Providing feedback on work:

- Each teacher will respond to each child daily. The time of response will vary according to the circumstances e.g. blended learning for a few children or whole bubble isolation.

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 phone after 3 days to assess whether school intervention can assist engagement.

- All parent/carer emails should come through teacher's personal work email or the school office account (office@rumboldswhyke.w-sussex.sch.uk)
- 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.

### **Teaching Assistants**

Teaching assistants must be available during their normal working hours to provide support to the teacher. Teaching assistants will be added to the Seesaw class they work with and will offer feedback to the posted work. Teaching assistants can take an iPad home from the trolley if needed.

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.

### **Office Staff**

When parents make contact to say their child is self-isolating, the person taking the call will establish if the child is well enough to receive home learning via Seesaw/ Tapestry. They will then inform the teachers of the children who are self-isolating so they can prepare work as necessary.

### **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, monitoring of engagement. SLT will be added to each online class
- Monitoring consistency of home learning across the school.
- 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 the Safeguarding and Child Protection Policy.

### **The SENCO**

- 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 and IHPs
- Identifying the level of support required

### **The Business Manager**

- Ensuring value for money when arranging the procurement of equipment or technology.
- Liaising with Seesaw to purchase Seesaw premium for schools if deemed necessary.

## **Pupils and parents**

Staff can expect pupils learning remotely to:

- Complete work 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.
- Support their children to ensure photographs of work are clear and centred correctly in the photograph so we can see and share their learning.
- 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 through regular communication.
- 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:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- End User Agreements for Seesaw.

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Awaiting Approval