

Remote Education Policy

September 2020

In line with best practise and following the Department for Education (DfE) guidance, Bettridge has a Remote Education Policy to be applied in case children need to self-isolate or local lockdown is required.

DfE Guidance:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks>

1. Statement of School Philosophy

Bettridge 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.

2. Aims

This Remote Education Policy aims to:

- Ensure access to remote learning for all pupils who aren't in school through use of quality online and offline resources or zoom video facilities.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning.
- Include continuous delivery of the core values and work of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support.
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher).
- Support effective communication between the school and families to encourage engagement/ attendance to learning and best practice around remaining safe online.

3. Who is this policy applicable to?

- A child who 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.
- All children if the school is required to close as a result of national guidance.
- Remote learning will be shared with families when they are absent due to Covid related reasons at start of week or children who are sick and unable to access learning due to illness.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan could include any of the following:

- Online tools for EYFS, KS1, KS2, KS3 & KS4 (*for example, Class DoJo, Zoom, Education city*) as well as for staff CPD and parent sessions.
- Use of Recorded video (*or Live Zoom Video*) for recording start of day registration, instructional videos or assemblies.
- Phone calls and DoJo messages home.
- Printed learning packs.
- Physical materials such as story books and writing tools.
- Use of BBC Bitesize, Oak Academy, *DoodleMaths, Education City etc.*

5. Home and School Partnership

Bettridge 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 and the needs of the young person.

Because of the SEND needs of the individual children teaching staff will work with families to assess suitable home learning activities.

Bettridge School will provide a refresher/introduction training session for parents on how to use Zoom, DoJo or other apps as appropriate and where possible, provide personalised resources.

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 to the best of their ability.

Every effort will be made by staff to ensure that work is set promptly and realistic to be supported by the family.

6. Roles and responsibilities

Teachers

When a whole class or bubble is isolating, *teachers* need to make themselves available for work in line with their directed time. The school understands that there may be a need for staff to adopt flexible working hours due to other family commitments in the event of a wider lockdown. 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.

For extended periods of time away from school, the class teachers will ensure the values and targets within the pupils EHCP are being include when planning work and monitoring progress.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes.
 - Weekly/daily work will be shared with families to encourage active involvement where possible.

- 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, they should be contacted via phone to assess whether school intervention staff can assist with engagement.
 - All parent/carer emails should come through the school e mail accounts and via Class DoJo.
 - Any complaints or concerns shared by parents or pupils should be reported to a member of Senior Leadership Team (SLT) – for any safeguarding concerns, refer immediately to the Designated Safeguarding Lead (DSL).

Learning Support Staff

When a whole class or bubble is isolating, *teaching assistants* need to make themselves available for work in line with their contracted hours. The school understands that there may be a need for staff to adopt flexible working hours due to other family commitments in the event of a wider lockdown. 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.

Leadership Team

Alongside any teaching responsibilities, the SLT are 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.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensure that all EHCP reviews and planned parents evenings continue via Zoom or other communications.
- Liaising with the IT team to ensure that the technology used for remote learning is accessible.
- During a school wide lockdown over a prolonged period of time, Team Leaders may resume responsibility for setting home learning activities.

Designated Safeguarding Lead (DSL)

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy. The DSL will work very closely with the KSL who will report daily if children or families do not engage or respond to communications.

IT Team

IT staff member is responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff (and when possible parents) 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.
- Assisting pupils, staff and parents with accessing the internet, Zoom or other apps to support learning or safeguarding.

The Business Manager

- 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

- The school understands that learners may struggle to engage in working at home. The school work with families to set realistic expectations which may be different for all learners.

Governing Board

The Local Advisory 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:

- Keeping children safe in education policy.
- Data protection policy.