



Have courage, grow roots, shine bright!

Policy:	Policy for Remote Learning
This policy was reviewed:	October 2021
By name:	Andy Muir
Position:	Chair of Governors
Signature:	A. Muir



Core values: compassion, courage, resilience and responsibility.

Mission Statement

'Nurturing children to blossom into compassionate and resilient members of our community'.

Values and aims:

- To create a stimulating learning environment both indoors and outdoors where children feel safe, are eager to learn and have fun.
- To offer a broad and balanced curriculum which is enhanced through our unique characteristics.
- As a village school, maintain excellent communication and develop links with the community.
- To celebrate and share success however small.
- To foster an understanding of the wider world, encouraging imagination and a sense of wonder.
- To create the foundations for a lifelong love of learning.

Remote Learning

1. Statement of School Philosophy

At Hazelbury Bryan Primary School and Pre-School we always strive 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. During this difficult time, our class teachers want to ensure learning can be accessed easily and effectively from home. We want to ensure our children can continue learning from a wide range curriculum, no matter their location. We will strive to provide a broad and balanced curriculum, which responds to the needs of all children within our school.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including those with SEND) who aren't in school through use of quality online and offline resources and teaching videos
- Provide clear expectations to members of the school community with regards to the delivery of high quality, interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being and parental support
- Consider continued education for staff and parents (e.g. CPD, supervision and engagement)
- Support effective communication between the school and families and support attendance and engagement in education

3. Who is this policy applicable to?

- Any pupil 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 pupils during partial or full school closure.
- Remote learning will be shared with families when they are absent due to Covid related reasons.
- All pupils who are unable to attend school due to COVID closure restrictions in a national lockdown.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1 and KS2 (*Google Classroom, Google Drive, Tapestry and Oak Academy*)
- Use of recorded or live video - these can include *bbc bitesize, YouTube, Oak Academy & White Rose Maths Hub.*

- Phone calls home
- Printed learning packs (when requested)
- Physical materials such as story books and writing tools (when requested)

5. 5. What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- In the first instance of a school closure, parents & families can expect **immediate** access to online provision through: *Google Classroom, Oaks Academy, Tapestry and BBC.*
- Pupils have been provided with login details to support all above mentioned learning provision.
- Paper packs or laptops will also be provided for families who are unable to access any online provision.

6. What will remote education look like?

- At Hazelbury Bryan we will offer a broad and balanced curriculum
- 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. For example, some lessons may require additional resources and may be supplemented for online alternatives. An example of this may be for Science, children might not have access to the same equipment which would be available in school, however we could provide an online video or a pre-recorded demonstration for pupils to access.
- Staff will provide suggested timetables which reflect a typical school day to allow families to set clear expectations at home for pupil learning. This will include a broad and balanced school day, which encourages learning to mimic that which is taking place within school.
- Pupils can engage with a range of online learning provided by their teachers through *Google Classroom, Oaks Academy, Tapestry and BBC.* If none of these are accessible to families, paper copies, which reflect the online learning & learning taking place in school, can be obtained at the school office.

7. Home and School Partnership

- Hazelbury Bryan School and Pre-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.
- Hazelbury Bryan School will provide a refresher online training session and induction for parents on how to use *Google Classroom* and other resources as appropriate and where possible. Due to *COVID* restrictions, parents should speak to individual teachers to address concerns to seek help.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Hazelbury Bryan Primary School would recommend that each 'school day' maintains structure in some form.
- 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.

- Should accessing work be an issue, parents should contact school promptly and alternative solutions may be discussed on a case-to-case basis. This can also include any illness within the family preventing work from taking place.
- All children sign an 'Acceptable Use Policy' at school which includes e-safety rules, and this applies when children are working on computers at home. This can be found in detail in our E Safety Policy.
- As recommended by government guidelines pupils at KS1 will be provided with up to 3 hours learning daily. At KS2 we will provide a total of 4 hours learning time, daily.
- We ask for your understanding should staff be unwell and unable to fulfil actions stated above. Alternative arrangements will be made if this is the case.

8. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class is isolating and would be reduced when there are fewer children isolating and the majority of the class are in school.

- Hazelbury Bryan School will provide a refresher training session and induction for new staff on how to use Google Classroom. This will be completed by the computing lead, in partnership with our SLT.
- Teachers must be available during a forced lockdown of school or individual class closure, unless ill themselves.
- If they are unable to work for any reason, 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 for learners:

- Teachers will set work for the pupils in their classes.
- The work set should follow the usual timetable for the class, including a range of subjects.
- Weekly/daily work will be shared
- Teachers can provide work on Google Classroom.

Setting work for SEND

- At Hazelbury Bryan we want to ensure our remote learning is inclusive for all SEND. This will be supported on a 1:1 case basis liaising with the SEND lead, individual families and the Head teacher.
- Work provided for families will reflect any additional support that would be provided in school.
- Any child whose needs require an EHCP will be offered a full-time place within school. It is the family's choice if this is taken or not.

- If the children are working remotely, class teachers will provide accessible work through Google Classroom or tapestry. However, if none of the above are suitable to the family, differentiated paper copies will be provided. All work can be submitted for feedback from the class teacher, each week.
- Families with SEND support will be contacted by school every week to receive updates and communicate with how to support further if needed. This will be from the Headteacher or DSL.
- Class teachers or family members can raise any concerns through the school SENDCo as well as Headteacher.

Providing feedback on work:

- Any work completed by pupils can be sent back for feedback.
- This can be done through Google Classroom, Tapestry or emailed to the school (for attention of their class teacher).
- Pupils using online learning will have access to communication streams. This is a safe and monitored platform to share work and communicate with other pupils and staff. Staff may use this to assess how many learners are accessing work and how frequently. This may be done through an online register in the form of a daily question.
- Pupils will also be monitored through any online work that is submitted. Teachers will use this to give feedback to SLT members so that they can communicate and offer support to any families who are not engaging in home learning. This will be done on a case by case basis.
- In the case of paper copies, these will be monitored through class teachers. Feedback will be provided for individual learners and those who are not completing tasks will be contacted by SLT to offer additional support. This will be done on a case by case basis.

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 to assess whether school intervention can assist engagement.
- All parent/carer emails should come through the school admin account
- 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 a forced lockdown of school or individual bubble closure.
- 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 a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning - explain how they'll do this, such as 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

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.

Computing Lead & IT Support

IT support is responsible for:

- Fixing issues with systems used to set and collect work
- 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
- Assisting pupils and parents with accessing the internet or devices

The SENDCo

The SENDCo is responsible for:

- Liaising with the computing lead to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHCP plans continue to have their needs met while learning remotely, and liaising with other organisations to make any alternate arrangements for pupils with EHCPs and IEPs.
- Identifying the level of support needed.

The School Finance Officer is responsible for:

- 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 where applicable.

Pupils and parents

Staff can expect pupils learning remotely to:

Complete work 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 - 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 reasons

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 and acceptable use policy

REVIEW OF POLICY

The effectiveness of this policy will be reviewed annually by the Senior Leadership Team and Governing Body. If changes are made to the policy, the Governing Body will ratify amendments.

Signed: A. Muir

Designation: Chair of Governors

Date: 6.10.21