



Remote Education Policy

Bollin Primary School

Date published: February 2021

Date of next review: February 2022

1. Statement of School Philosophy

At Bollin, our mission statement '***We grow as learners, to be the best we can be, through care, collaboration and challenge***' encapsulates our purpose as a school and our four school values underpin this mission; principles upon which all members of the school community support us to embed in our school.

We love learning

We make the most of every opportunity

We appreciate and care for each other

We achieve our best

At Bollin, 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 Education continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to Remote Education for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos/films
- Provide clear expectations members of the school community with regards to delivery high quality interactive Remote Education
- Include continuous delivery of the school curriculum, as well as supporting pupil Well-Being
- Consider continued learning for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3 .Who is this policy applicable to?

- A child (*and their siblings if they are also attending Bollin Primary*) is absent because they are awaiting test results and the household is required to self-isolate until results are known. The rest of their school bubble are attending school and being taught as normal.
- A child (*and their siblings if they are also attending Bollin Primary*) is absent because are member of their household has tested positive for Covid and the rest of the household is required to self-isolate for 14 days.
- 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.
- A whole school closure (due high number of school Covid cases or due to National Lockdown)

Our Remote Education Model is designed for children who are absent for Covid reasons.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- **Seesaw** – an online platform for teachers and children to interact through the day. Teachers and children can post film clips, task sheets, learning completed and send short messages and feedback. Use of Recorded instructional videos. As staff, parents and pupils are familiar with this platform we have made the decision to continue using it.

- **Zoom** – over the past few months pupils, parents and staff have become very familiar with Zoom, using our code of conduct well to keep safe and interacting with peers and staff appropriately. For this reason, we have made the decision to continue with this platform.
- Phone calls home
- Physical materials such as story books and writing tools
- Use of White Rose Maths, BBC Bitesize, Times Tables Rock Stars, Number Bots and Oxford Owls

The detailed Remote Education planning and resources to deliver this policy are:

- Remote Education Model (Appendix 1)
- Remote Education letter for Parents (Appendix 2)
- Remote Education Expectations (Appendix 3)
- Staff Closure Checklist (Appendix 4)
- Daily Timetable (Appendix 5)
- Daily Task Sheet (Appendix 6)
- Interim Home Education Grids (Appendix 7)
- Video Conferencing Policy
- Teacher Code of Conduct
- Safeguarding Policies e.g. Safeguarding and Child Protection, E-Safety, Acceptable Use
- End User Agreements for Seesaw

5. Home and School Partnership

Bollin Primary School is committed to working in close partnership with families and recognises each family is unique and because of this Remote Education will look different for different families in order to suit their individual needs.

We have deliberately chosen to use two online platforms that our families are already familiar and confident in using: Seesaw and Zoom.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. At Bollin we are:

- maintaining the structure of a 'school day' as much as possible with lessons, as much as possible, mirroring the subjects that would have been taught in school.
- encouraging 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.
- ensure that work is set promptly each day. Should accessing work be an issue, parent are asked to contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.
- Encouraging children to still wear their school uniform, even when learning from home.
- Sending home a copy of the school's Video Conferencing Policy and explaining by accessing our Remote Education offer, they are agreeing to our online code of conduct.

6. Roles and responsibilities

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.

At Bollin, we will provide a refresher training session and induction for new staff on how to use SeeSaw/Zoom.

When providing Remote Education, teachers must be available within their contracted 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.

When providing Remote Education, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Teachers will share work daily
 - Teachers will be setting work on *Seesaw*
- Providing feedback on work:
 - Pupils are expected to post their learning on SeeSaw and teachers will respond and offer feedback within their contracted hours.
- Keeping in touch with pupils who aren't in school and their parents:
 - Registration is at the start of each morning and afternoon session and any child absent will be reported to the school office and Head of School to be followed up.
 - 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.
 - All parent/carer emails should come through the home learning email account for that year group or the school admin email.
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT
 - Any safeguarding concerns must be referred immediately to the DSL and recorded on CPOMs

Teaching Assistants

Teaching assistants must be available within their contracted 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, 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 implementation of the Remote Education Model across the school, including daily monitoring of attendance and engagement.
- Monitoring the effectiveness of our Remote Education Model – through parent Survey Monkey surveys (after each whole bubble closure), on-going conversations with parents and staff, scrutiny of the quality of the Education posted on Seesaw, pupil discussion
- Monitoring the security of Remote Education 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.

SENDCO

Liaising with the Head of School and ICT Support to ensure that the technology used for Remote Education is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met whilst learning remotely, and liaising with the Head of School and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

Trust Finance Director

- 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 from a distance to:

- Complete tasks 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 from a distance 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 Body

The governing body is responsible for:

- Monitoring the school's approach to providing Remote Education to ensure education remains as high quality as possible

Trust Board

The Trust Board is responsible for:

- Evaluating the impact of the Trust's Remote Education Model through a narrative of qualitative and quantitative KPIs reported at least termly by the Head of Trust.
- Ensuring that staff are certain that Remote Education systems are appropriately secure, for both data protection and safeguarding reasons

7. Links with other policies

This policy is linked to our:

- Safeguarding and Child Protection policy
- Behaviour policy
- Data protection policy and privacy notices
- Online Safety and Acceptable Use Policy
- Staff Code of Conduct
- Video Conferencing Policy

Appendices

Remote Education Model (Appendix 1)

Remote Education letter for Parents (Appendix 2)

Remote Education Expectations (Appendix 3)

Staff Closure Checklist (Appendix 4)

Daily Timetable (Appendix 5)

Daily Task Sheet (Appendix 6)

Interim Home Learning Grids (Appendix 7)