

Remote Education Policy for Brockley School

This policy has been written following the data collection of how many children in school have access to electronic devices at home. We have developed a 'remote learning' solution, taking our findings into account to ensure ALL children can access quality learning materials in the event of having to isolate at home or due to Bubble closure.

1. School Intent:

Brockley Primary School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and meaningful. 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 delivery high quality remote learning
- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being and parent support
- 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 Brockley Primary School*) 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 class bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

4. Implementing our 'Remote Education Plan'

Resources to deliver this Remote Education Plan include:

- Online tools
- Maths –White Rose Maths and TT Rock Stars
- Reading – Using the Bug Club online scheme
- Writing – Oak Academy, Literacy Shed
- Spelling/Phonics – Oak Academy
- Foundation subjects – Oak National Academy, BBC Bitesize.
- Phone calls home
- Printed learning packs

5. Home and School Partnership

Brockley Primary 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.

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

has been given in the weekly timetable and daily learning.

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.

All children and parents sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 8.45am until 3pm. 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.
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Teachers will set work this will also be emailed to parent, giving them a weekly overview and daily lesson plans.

> Providing feedback on work:

- All work is to be completed in the exercise book provided and to be brought into school following the isolation period.
- Teachers are available during the school day via email for any help or questions.
- Parents will also be called weekly to 'check-in' on their child's progress by members of staff.

> 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.
- 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's and recorded on MyConcern.

Teaching Assistants

Teaching assistants must be available as per their individual working hours and shifts.

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/class teacher. They are to assist the class team in 'check-in' phone calls home on a weekly basis.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including 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 child protection and safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

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 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

The SBO

- 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.
- Ensuring all benefit related pupil premium children have food deliveries

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 – 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

7. Links with other policies:

This policy is linked to our:

- Safeguarding and Child Protection
- Data protection policy and privacy notices
- Online safety
- Acceptable Use policy