



St Mildred's Primary Infant School

Remote Learning Policy

St Mildred's Remote Learning Policy

Introduction

At St Mildred's, we understand the need to continually deliver high quality education, including during periods of remote working - whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

This policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning
- Set out expectations for all members of the school community with regards to remote learning.

In the event of a full or partial school closure or in the event that a child or children have to be absent from school due to self-isolating as a result of following government guidance surrounding Covid 19, the school is committed to providing continuity of education to its students and will do so through a process of remote learning.

Government Guidance for Full Opening

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.

Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations

- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

Content and Tools to Deliver Remote Education

Resources to deliver this Remote Education Plan include:

- Tapestry for EYFS
- Google Classrooms
- Class email system for year 1 and 2 for communication between teachers and parents
- Use of Recorded video either school produced or available online eg White Rose/Oak Academy
- Collins Big Cat ebooks
- Phone calls home for vulnerable families
- Printed learning packs, if requested
- Physical materials such as exercise books
- Use of Letters and Sounds at Home, White Rose Maths, BBC Bitesize, Oak Academy (*see Home Learning during School Closure at <https://www.st-mildreds.kent.sch.uk/home-learning-support-during-school-closure/> for further links*)

Additional policies relating to remote learning include:

- Safeguarding
- Behaviour Policy
- Online Safety
- Acceptable Use Policies including AUP for Remote Learning

Strategy for Remote/Home Learning Provision

In order to provide remote/home learning at St Mildred's, each year group has prepared activities and resources for pupils to complete during a period of quarantine or self-isolation. This is then emailed on a weekly basis using the Google Classrooms/class email system (year 1 and 2) or posted on Tapestry (Reception).

For **Reception** learning will be of a practical nature and include:

Letters and Sounds activities

Maths activities

Handwriting and fine motor activities

A story to share

Speaking and listening activities

Learning from other areas of the curriculum including Creative, Knowledge and Understanding of the world and Physical Development

For **Year 1 and 2** learning set will include:

Daily White Rose Maths

Daily Letters and Sounds

Reading activities

Writing activities

Learning from other areas of the curriculum including Computing, Art, History, Geography, DT, PE etc

Parents can then use the Google Classroom and the class email system to share learning done at home. Teachers will regularly check and respond to class emails in order to keep in touch with families during a period of lockdown/self-isolation. Our website will also be updated regularly with all the activities and resources that are emailed to parents so they can be accessed there too. Parents can request to have paper copies which will then be posted out to them.

Roles and responsibilities

The Heads of School (Mrs H Crutchley and Mrs E Hill) are responsible for:

- Monitoring the quality and delivery of remote education
- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.

The Designated Safeguarding Lead (or deputies) is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.

- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

The SENCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Heads of School and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while
- pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

Teaching Staff are responsible for:

- Sharing teaching and activities with their class through Tapestry/Google Classrooms/Class email system
- Providing activities in line with current planning that is already in place throughout the school;
- Keeping in contact with children through Tapestry/Google Classrooms/class email;
- Setting remote learning and replying to Tapestry/class emails during the normal teaching hours
- Allowing flexibility in the completion of activities, understanding that the circumstances leading to self-isolation will affect families in a number of ways
- Allowing themselves to take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development;
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Adhering to the Staff Handbook at all times.

Children will:

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Complete Remote Learning to the best of their ability;
- Ask for help if they need it either from parents or their class teacher using the class email system/Tapestry/Google Classrooms

Parents will:

- Support their child's learning to the best of their ability;
- Encourage their child to complete all learning tasks
- Follow the guidance for using Tapestry, Google Classrooms and Class email system
- Know they can continue to contact their class teacher as normal through the Class email address or Tapestry if they require support of any kind;
- Check any completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage regular breaks, games and get fresh air.

Learning materials

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Google Classrooms, Class Email system and Tapestry
 - School Website
 - Pre-recorded video lessons
 - Educational Websites and Resources
 - Powerpoint materials
 - Twinkl
 - Collins Big Cat ebooks
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- Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
 - Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
 - Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
 - The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

- Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops/iPads.
- For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support.

Feedback

When parents and children share their remote learning via Tapestry or the Class email system then teachers will respond with comments as appropriate. (Tapestry for Reception) (class email system for Years 1 and 2). This may also extend into Google Classrooms.

Online Safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy and AUP. Please see also AUP for Remote Learning.

- During the period of remote learning, the school will:
- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- The DSL/Heads of School will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment
- Phone calls made to vulnerable pupils will be made using school phones.
- The DSL will arrange for regular contact with vulnerable pupils on a weekly basis with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded on KLZ Safeguarding Section
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

- Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- All contact details will be stored in line with the Data Protection Policy.

Remote Learning Access

- Where children are unable to access online learning, packs may be requested by parents and collected from the school office or posted.
- It may be possible to provide laptops or tablets through a Government scheme; eligibility for this will be identified through an online access survey and equipment provided when needed.
- **All children should be supported to engage in learning throughout their period of isolation regardless of their circumstances in relation to technology or online access.**

N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that resources are for viewing online only. They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.

Monitoring and review

- This policy will be reviewed on an annual basis.
- Any changes to this policy will be communicated to all members of staff and other stakeholders.
- The next scheduled review date for this policy is the Summer term 2021.

Signed.....Date.....

Chairman of the Governors

Signed.....Date.....

Headteacher