Carterhatch Infant School

Remote Education Policy

Statement of School Philosophy

Carterhatch Infant School always strives to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and enjoyable. This policy outlines our strategy for remote learning continues this.

1.   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 to members of the school community with regards to delivering high quality interactive remote learning.

➢   Include continuous delivery 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 and to support attendance.

2.   Who is this policy applicable to?

Anytime remote education is appropriate e.g. broken leg, industrial action, covid.

3.   Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 *(for example, Tapestry, J2E).*
- Use of Recorded video (*or Live Video if used*) for Start Day registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, timestables rockstars, numbots.
- Collins E. Books

4.   Home and School Partnership

Carterhatch Infant School is committed to working in close partnership with families and recognises each family is unique, this means that 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. We would recommend that each 'school day' maintains structure

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 children 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 as soon as possible and alternative solutions may be available. These will be discussed on a case-by-case basis.

In line with our 'digital charter' we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

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.

5. 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.

Carterhatch Infant School will provide a refresher training session and induction for new staff on how to use j2launch.

When providing remote learning, teachers must be available between 9am and 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:
    - o Teachers will set work for the pupils in their classes.
    - o The work set should follow the usual timetable for the class had they been in school, wherever possible
    - o Weekly/daily work will be shared
    - o Teachers in Nursery to Year 2 will be setting work on *j2launch*
- Providing feedback on work:
    - o All completed work submitted will be commented on by the end of the next working day.
- Keeping in touch with pupils who aren't in school and their parents:
    - o If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement.
    - o All parent/carer emails should come through the class account (***classname***@carterhatch-inf.enfield.sch.uk)
    - o Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, report on safeguard.

Learning Assistants

Learning assistants must be available for their normal working 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, their line manager or class teacher.

They should be ready to assist children and parents with accessing the internet or devices

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 children and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- 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

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.

The SENDCO

- 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

The SBM

- 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.

Children and parents

Staff can expect children's 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 in the usual way if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it.
- Advise the school if they have problems accessing the work online.
- 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.

6. 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 acceptable use policy
- End User Agreements for j2launch, timestables rockstars, numbots