

Remote Education Policy Falconhurst School

Together we encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity for life-long learning.

Together we strive for success in academic, creative, sporting and personal accomplishment.

Together we care for each other through the kind and positive choices we make.

Together we are proud of the inspiring and supportive environment we create for children, families and staff.



Approved by the Governing Board on 3 February 2023 for a period of three years

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1. Statement of School Philosophy

The school values cited on the front page of this policy underpin this remote learning policy. We intend to be equally committed to all pupils wherever their learning may take place and therefore wish to offer a supportive environment outside of school promoting curiosity and life-long learning through the use of technology and home learning. This policy has been adapted using the remote education guidance set by the Department for Education.

2. Aims

Providing remote education does not change Falconhurst’s imperative to remain open or to reopen as soon as possible. Every effort will be made to ensure pupils can be taught in person by attending their school. After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, Falconhurst will consider providing remote education to help pupils stay on track with the education they would normally receive.

When a pupil is absent, the school should always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers in conjunction with the pupil, parents or carers, and if appropriate, a relevant medical professional. Remote education should not be viewed as an equal alternative to attendance in school, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible.

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 delivering high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support for Aspiration, Health and Well-Being
- Support parents and families in the delivery of remote learning
- Consider continued education for staff and parents (e.g. CPD, Supervision and transition events)
- Support effective communication between the school and families and support attendance

3 .Who is this policy applicable to?

Pupils who are not able to receive education in person due to:

- School closures or restrictions on attendance, where school access for pupils is restricted. Possibilities may include adverse weather conditions or disruption to site access.
- Individual cases where a pupil is unable to attend school but is able to learn. Possibilities may include; a student recovering from short-term infectious illnesses; preparing for or recovering from operations; or exceptional circumstances of attendance impacted SEND or mental health issue.

4. Delivery, Content and Tools for Remote Learning

Remote learning will be shared with families when they are absent due to applicable reasons at the start of the day affected. Learning will be shared to the individual, group, or bubble depending on those isolating. Resources to deliver this Remote Education Plan may include:

- Online platforms for the delivery of teaching and learning across EYFS KS1 KS2. This may include, but is not limited to: Tapestry, Google Classroom, Zoom, Microsoft Teams, Class Dojo, Seesaw and Padlet,
- Online websites and apps which may include, but is not limited to: BBC Bitesize, Oak National Academy, Doodle Maths, Timestables, Teach Active, Get Epic, EdShed, Oxford Owl, Nrich Maths, Teach Your Monster to Read and DKfindout.
- Use of the platforms recorded above for parent information and support sessions as well as staff' continuous professional development.
- Use of Recorded video/sound (*or Live Video if used*) for Start Day registration, instructional videos and assemblies
- Telephone calls home
- Printed learning packs for posting or collection
- Physical materials such as story books and writing tools
- Google Digital Legends
- Parent Zone

The detailed remote learning planning and resources to deliver this policy can be found here:

- Model timetable and structure for remote learning
- Downloadable printable documents – e.g. Pathway documents
- Standard curriculum resources within school
- SWGfL Remote Working guide for educational professionals
- End User Agreements for Google classroom, Seesaw and Classdojo (as appropriate)

5. Home and School Partnership

Falconhurst 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.

Falconhurst School will provide how-to and easy-access guides both as online and printable resources for parents on how to use Google Classroom, Seesaw and Classdojo.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Falconhurst School would recommend that each 'school day' maintains a structure that is similar to that which they would experience in school. A timetable of a typical day can be provided for families upon request.

We would encourage parents to support their children's learning, including finding an appropriate place to work and, to the best of their ability, support pupils with study encouraging them to engage with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly for the day's timetable within 24 hours of being notified of an applicable absence, partial or full closure. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. For short-term absences of pupils longer than one day, timetables, activities and tasks will be set 24 hours ahead with an overview for the days or week. These will be discussed on a case-to-case basis.

Pupils with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support by the school and external agencies to continue their education. Therefore this may include in providing or supporting remote education,

All parent/carer emails should come through the school office and any complaints or concerns shared by parents or pupils must be reported to the Phase Leader – for any safeguarding concerns, refer immediately to the DSL

6. Safeguarding and Responsible use of Digital Learning

In line with Falconhurst's use of Google Digital Legends and Parent Zone resources, we would encourage parents to follow a framework, which provides practical steps to support a healthy and balanced digital diet.

All children sign an 'Acceptable Use Policy' at school that includes e-safety rules and this applies when children are working on computers at home and using school log in and email information. All families have countersigned the child's user agreement.

If there is a concern around the level of engagement from a pupil or sibling group; parents must be contacted via telephone to assess whether school intervention can assist engagement or if there is any reason for additional concern which may need referral in accordance with the school's safeguarding procedures.

Children who are subject to a CP, CIN or CFP plan will be monitored in partnership with their allocated Social Worker or Family Practice worker.

7. Roles and responsibilities

Teachers

On the day of an unexpected closure, except in the event of industrial action, all class teachers will take responsibility of remote learning which children can complete during the course of the day. Teachers will communicate to families through Class Dojo to their class to update on activities and tasks being set through resources outlined in section 4: Delivery, content and tools for remote learning.

Teachers will be available for their contracted and directed hours; for full time contracts this would be between 8.30am and 3.30pm.

In the event of longer- term, planned or known closures – families will be made aware of a set structured teaching day in advance with as much notice as possible. If learning is being set online, it will be done so 24hours in advance. The structured teaching day will include forms of a registration period and interactive/live video where appropriate and available.

If in poor health and an individual or few members of the class are able to learn but not attend, tasks will be set alongside the usual class timetable and structure of learning through Class Dojo and resources outlined. If absences are for extended periods, actions of interaction will be determined between the teacher, leader and external agencies (e.g. SEND Inclusion Team, School Nursing Team).

Distance Learning:

When providing remote learning for a whole class, teachers are responsible for setting work:

- Teachers will set work for the pupils in their classes. This includes those responsible for lessons planned as PPA cover.
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- In the rare circumstance of long-term closure, an overview of the week ahead to be communicated on Class Dojo Weekly by the class teacher. Daily lessons and activities to be shared
- Teachers in Early Years and Lower School will be setting work on Padlet and Tapestry.
- Teachers in Upper School will be setting work on Google Classroom.
- There may also be opportunity for children to engage in remote learning via Video Lesson. In the event of this being recorded for the purposes of sharing with children who are unable to access in 'real time', parents will be advised and given opportunity to opt out (Appendix 1). Opting out means that individual children will turn off their camera but still remain in the live lesson in order that their oral contributions can be captured.

For individual cases where a pupil is unable to attend school but is able to learn:

- Teachers will post the lessons that the class were taught for that day after school, or where appropriate through the day. Lessons will not be uploaded prior to teaching to Google Classroom to avoid misunderstandings for those attending and to allow for changes to the school day that may occur on site at late notice.
- For long periods of absence, and where families are unable to access digital resources, teachers will provide the amount of days absent worth of resources within 24hours of notice to the office for post or delivery to the family. Learning will be as aligned with the classroom curriculum as much as possible without the need for digital support.

In the event of full or partial closure:

- Families and children will be contacted via email and Class Dojo with an outline for learning and a reminder to access Class Dojo and Google Classroom.
- Class work to be uploaded as soon as possible of the affected morning, or the evening before by 5pm if notice is able to be given, for children to access a full day of learning that follows as closely to the class timetable, curriculum overview and medium-term plan as possible.
- Daily video or voice recording to be uploaded to ensure children can hear their teacher. Recording to consist of a daily check-in for students, a thought or secret of success for the day comment, and a brief overview for the day's learning and expectations.

- Where possible, children in Year 6 will have loan access to a school Chromebook resource at home. User agreement and insurance to be managed by the head teacher, ICT Curriculum lead, school ICT technician and School Business manager.

Providing feedback on work:

- Feedback will be given by the teacher for individuals, groups or classes when submitting work online.
- All completed Reading, Writing and Maths work submitted digitally on the day will secure teacher response within 24 hours as per the school's marking policy.
- All non-core curriculum tasks submitted by 3.30pm and teachers will comment within 7 days.
- Non-digital work that is returned to the office where suitable, will be marked by the teacher upon collection and feedback communicated via telephone call/email from teacher to the child/family within 7 days of return to the office.

Teaching Assistants

Teaching assistants must be available for their normal 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, the teaching assistant must complete tasks as directed by a member of the SLT or the teacher responsible for their key child.

Senior Leaders

Alongside any teaching and leading responsibilities; senior leaders, supported by the Headteacher, are responsible as follows:

- The Assistant Headteacher for Personal Development will monitor the remote learning approach across the school including regular scrutiny of teaching provision and learner engagement.
- The Assistant Headteacher for Curriculum will monitor the effectiveness of remote learning through dialogue with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- The ICT Leader supported by our external ICT provider will monitor 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.

IT Technicians

IT technicians are 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

- Advising the school ICT Leader on how to assist pupils and parents with accessing the internet or devices

The SENDCo

The Sendco will:

- Liaise with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensure 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
- Identify the level of support required

The School Business Manager (SBM)

The SBM will

- Ensure value for money when arranging the procurement of equipment or technology.
- Ensure that the school has adequate insurance to cover all remote working arrangements or that the potential loss and cost of replacement is lower than the voluntary excess payable.

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 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
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Google classroom, seesaw and classdojo