



# Remote Education Policy for Heart of the Forest School

Inline with best practise and following the DfE guidance Heart of the Forest has a Remote Education Policy to be applied in case children need to self-isolate or local lockdown is required.

DfE Guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks>

## 1. Statement of School Vision

*We strive to provide a learning environment which is safe, relevant, inclusive, purposefully creative and enjoyable.*

## 2. Aims

This Remote Education Policy aims to:

- Ensure access to remote learning for all pupils who aren't in school through use of quality Online and offline resources and through the Class Dojo App..
- Provide clear expectations to members of the school community with regards to delivery of high quality remote learning
- Include delivery of the work of the school curriculum, as well as support of Health and Well-Being and Parent support
- Consider continued education for staff and parents (where appropriate)
- Support effective communication between the school and families to encourage engagement/ attendance to learning and best practice around remaining safe online.

## 3 . Who is this policy applicable to?

- A child who 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 bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- All children if the school is required to close as a result of national guidance.

Remote learning will be shared with families when they are absent due to Covid related reasons or for children who are not accessing school on a regular basis.

## 4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan could include any of the following:

- Online tools for EYFS, KS1, KS2, KS3 & KS4 ( for example, *Class DoJo, Education city*) as well as for staff CPD and parents sessions. (*Microsoft Teams*)
- Use of Recorded video on Class Dojo for recording start of day registration, instructional videos.
- Phone calls and DoJo messages home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, *DoodleMaths, Education City etc*



## 5. Home and School Partnership

Heart of the Forest 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 and the needs of the young person.

Because of the SEND needs of the individual children, teaching staff will work with families to assess and agree the best structure for the learning and day.

Heart of the Forest School will provide a refresher/introduction training session for parents on how to use Microsoft Teams, DoJo or other apps as appropriate and where possible, provide personalised resources.

Where possible, if it is recognised as beneficial for the young person to maintain a regular and familiar routine, Heart of the Forest will work towards this.

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 to the best of their ability.

Every effort will be made by staff to ensure that work is set promptly and realistic to be supported by the family.

All children and families are fully informed about the schools 'Acceptable Use Policy' which includes e-safety rules and this applies when children are working online at home.

## 6. Roles and responsibilities

### Teachers

**The suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced and adapted if fewer children were isolating and the majority of the class are in school.**

Heart of the Forest School will provide a refresher training session and induction for new staff on how to use DoJo and Microsoft Teams.

When providing remote learning, teachers must be available between 8.45am and 3.00pm daily (subject to breaks). 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.

For extended periods of time away from school, the class teachers will ensure the values and targets within the pupils EHCP are being included when planning work and monitoring progress.

Teachers will make reasonable adjustments to work towards the targets in the plan and if these present as unachievable via remote learning they will discuss with parents, and inform the Assistant Headteacher/Deputy Headteacher.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes.
  - The work set should attempt to follow the usual percentage balance of the curriculum areas.
  - Weekly/daily work will be shared with families to encourage active involvement where possible
- Providing feedback on work:
  - Teachers will be expected to give regular (weekly) feedback to students in the core subjects



- The deputy headteacher will coordinate with class teacher and subject leaders on any formal assessments and feedback.
- Staff will be encouraged to work towards Heart of the Forest's marking policy where this is realistic
- 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/ parent, they should be contacted via phone to assess whether staff can assist with engagement.
  - All parent/carer emails should come through the school e mail accounts and via class DoJo. Staff are encouraged to use Microsoft Teams for parents' meetings and EHCP reviews to allow for views of children and wider family members where appropriate.
  - 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

## **Learning Support Staff**

Learning support staff must be available between Heart of the Forest school hrs 8.45am to 3.00pm

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 assistants must complete tasks as directed by a member of the leadership team or class teachers. They will support teachers with feedback on work, adapting learning resources and encouraging life style choices around exercise, screen time and diet.

## **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 – through regular meetings with teachers and subject leaders, reviewing samples of 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 safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy. The DSL will work very closely with staff who will report if children or families do not engage or respond to communications.

## **Business Manager/IT Coordinator**

Business manager/IT staff member is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff (and when possible parents) 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
- Assisting pupils, staff and parents with accessing the internet, and apps to support learning or safeguarding.



## **The Assistant Headteacher**

Will work with the EHCP coordinator and Key Stage Leaders to ensure that all EHCP reviews and planned parents evenings continue via Zoom or other communications. Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible.

## **The Business Manager**

- 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 remotely to:

- Complete work to the best of their abilities set by teachers
- Inform parents or teachers if they're not able to complete work (if they are able)

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
- Be respectful when making any complaints or concerns known to staff

## **Governing Board**

The Local Advisory 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
- User Agreements for Class DoJo

Policy Written by: Sara Franks Oct 2020

Ratified by Governors on:

Reviewed: