



Merry Hill Infant School and Nursery

Remote Education Policy

Name/Title of responsible committee/individual:	Governing Body
Date issued:	September 2020
Review frequency:	Termly
Target audience:	All stakeholders

The Governing Body shall conduct the School with a view to promoting high standards of educational achievement.

Merry Hill Infant School and Nursery is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V.1	March 2019	Updated tiered approach to include other possible reasons for school closure e.g severe weather.
V.2	January 2021	Included a section 'Remote Learning provision across the school' (section 5) Updated 'providing feedback on work' section
V.3	May 2021	Updated information within tiered approach (Section 4) Updated the number of Seesaw activities KS1 will be setting (section 5)

1. Statement of School Philosophy

In line with our school vision 'A happy face, A learning place, A growing space' we intend to maintain and continuously develop our caring, safe environment that promotes equality, positive behaviour and attitudes towards learning. We will focus on wellbeing and support improved mental health across the school community during any periods of remote education.

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 videos
- Provide clear expectations for members of the school community with regards to delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as supporting children's mental health and wellbeing during such time of change
- Consider continued education for staff and parents
- Support effective communication between the school and families and support attendance

Remote learning will be of high quality and will align as closely as possible with in-school provision. The majority of lessons will focus on consolidating learning and filling gaps in core knowledge and skills.

3. Home and School Partnership

Merry Hill Infant School and Nursery is committed to working in close partnership with families and recognises each family is unique and that each family situation is different. Because of this, remote learning will look different will be personalised to meet the needs of individual families.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' provides the children with structure, with periods of focused learning time along with frequent periods of child initiated learning and free play time.

Merry Hill will be offering a tiered approach to remote learning which will vary depending on the age of the child and the nature of their period of isolation.

4. Tiered approach to remote education

The tiered levels of support are as follows:

Tier 1:

This level of remote education is for **short term absence** when a child is unable to come to school for **a couple of days**. This may be because they or a member of their family are displaying symptoms and are awaiting results of a COVID-19 test or during school closure due to extreme weather.

In this case, learning will be available via: <https://www.thenational.academy/>

The Oak Academy has substantial materials for the complete primary age range. Online teaching videos explain key concepts and children can access a range of resources and activities. Children can select the appropriate age group/ subject.

If families require more support with the use of these materials, they are able to contact the class teacher via class emails.

Tier 2:

Tier 2 provides a more structured support in the event that a child is unable to access their classroom for an **extended period (e.g. up to 10 days)**. This may be because a family member or close contact has tested positive for COVID-19 and they are required to isolate or due to other unforeseen circumstances for example a flood within school.

Tier 2 learning will link directly to the current in class teaching programme where possible. Families will be emailed learning packs and slots for collection will be emailed to families via the class email. These learning packs will include:

- Daily Phonics, English and Maths activities
- 3 Topic activities a week (linked to the foundation subjects- Science, Art, Music, History, Geography, DT, PE, Computing, RE, PSHE)
- Purple Mash log in details (KS1 only)
- Web links to online reading resources

Teachers will aim to email these resources to families within 3 days of notification of absence. Families will be asked to use The Oak Academy resources for the first 3 days of remote learning.

Tier 3:

In the event of a child or staff member testing positive for COVID-19, **the whole class bubble will need to isolate at home for 10 days.**

If the children are at school when the bubble is closed, printed learning packs will be sent home with them. If the children are not at school when the bubble closes, learning packs will be emailed to families within 24 hours and slots for collection will be emailed to families via the class email.

These learning packs will include:

- Daily Phonics, English and Maths activities
- Daily Topic activities (linked to the foundation subjects- Science, Art, Music, History, Geography, DT, PE, Computing, RE, PSHE) KS1 teachers may use Seesaw to set Topic work
- Daily videos of their teachers explaining their activities
- Purple Mash & Seesaw log in details (KS1 only)
- Web links to online reading resources

When providing remote learning for their whole bubble, teachers will be available between 8:30-4:30 and LSA's will be available during their normal contracted hours.

Tier 4:

In the event of a government initiated lockdown, all staff will be required to come into school to teach vulnerable children and children of key workers within bubble groups or to organise remote learning for those children who are not at school. Some staff may work from home where possible.

Remote learning will be provided for all children who are not physically attending school during this time. If the children are at school when the bubble is closed, printed learning packs will be sent home

with the children. If the children are not at school when the bubble closes, learning packs will be emailed to families within 24 hours and then each following week during the lockdown period.

It is possible that a whole class bubble is required to isolate due to the class teacher testing positive for COVID-19. In this scenario, the LSA within that class bubble will respond to class emails with support from the other teacher within the year group.

5. Remote Learning Provision Across The School

Nursery:

- Daily recorded Phonic sessions - recorded teacher demonstrations using a variety of techniques, games and activities linking in with classroom activities
- Weekly yoga and mindfulness Nursery blog - suggested mindfulness activities for adults and children including yoga position linking in with classroom activities
- Weekly Story reading - recorded teacher story reading linking in with classroom Literacy activities
- Weekly Maths blog - suggested activities to practice throughout the week to support classroom Numeracy activities
- Weekly arts and crafts blog - suggested activities to do throughout the week to support classroom creative activities
- Weekly topic based blog with activities and learning - suggested activities to practice throughout the week to support classroom topic based activities
- Whole school provision blog on the school website - videos of staff teaching skills such as cooking, singing, dancing, PE and mini explorers
- Regular emailing and phoning of families to provide additional support for children's learning and emotional support

Reception:

- Recorded teacher explanations of Phonics, English and Maths work uploaded daily to Tapestry
- Daily Phonics, English and Maths worksheets to be completed by children and uploaded to Tapestry for teachers to mark and provide next step challenges
- Daily recorded reading sessions uploaded onto the year group blog
- 2 blogs per week providing Topic lesson activities, links to useful resources and to celebrate children's work
- Whole school provision blog on the school website providing videos of staff teaching skills such as cooking, singing, dancing, PE, and mini explorers
- Regular phone calls to families to provide emotional and academic support

KS1:

- Recorded teaching session for Phonics, English, Maths and Topic work uploaded daily to Seesaw
- Daily Phonics, English, Maths and Topic worksheets to be completed by children and uploaded to Seesaw for teachers to mark and provide next step challenges
- 5 Seesaw activities set every Monday for children to work through throughout the week and submit for teachers to mark and provide next step challenges
- Daily recorded reading sessions uploaded onto Seesaw – these will include a book introduction, questions to consider and a challenge task
- 2 blogs per week uploaded on the school website providing additional activity ideas, links to useful resources and to celebrate children's work

- Whole school provision blog on the school website providing videos of staff teaching skills such as cooking, singing, dancing, PE, and mini explorers
- Regular phone calls to families to provide emotional and academic support

This will include:

- Daily Phonics, English, Maths and Topic worksheets (These will be emailed to parents or printed at the family's request)
- Weekly activities set on Seesaw (KS1) or year group blog (EYFS) which link to different aspects of the curriculum
- Daily video recordings of the teachers modelling and teaching the set activities to be uploaded to Seesaw (KS1) or the year group blogs (EYFS)
- Web links to online reading resources and additional interactive games to support learning

Children at school during this time will be completing these activities during usual lesson time.

6. Blogs:

In addition to the learning packs, teachers and LSA's will also use their year group blogs to:

- Provide additional learning opportunities which challenge and support different learners
- Share useful links to online games and resources
- Highlight any themed weeks e.g. anti-bullying week.
- Share good examples of children's work

Whole school blogs will provide enrichment activities such as cooking, playground activities, PE challenges, virtual days out, singing and dance classes.

We will ensure that there is a variety of physical activities so that children are not spending too much time in front of a screen. Children will be encouraged to engage in creative child initiated learning whilst at home too (role-playing/ crafts/ playdough/ building models etc.).

7. Providing feedback on work:

Parents in EYFS will be asked to email any completed work to their class teacher via the class email addresses.

Parents in KS1 will be asked to submit complete work on Seesaw.

Teachers will provide feedback and where appropriate, next step challenges on work within 24 hours.

8. Communication:

In the event of a Tier 2, 3 or 4 situation, staff will maintain communications through:

- Regular emails to families to check how they are finding the home learning and to provide further support/ challenge where necessary

- Fortnightly phone calls to families during this period to check in on the emotional wellbeing of the child and family

If parents/ carers would like further support or clarification about any home learning, they will communicate with the relevant class teacher via the class email addresses.

9. Absence

If staff 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.

10. Responsibilities

Pupils and Parents

Staff can expect **pupils** learning remotely to:

- Complete work to the same standard as expected at school
- Try their best and show perseverance if they find something tricky at first
- Have fun whilst learning at home- take regular breaks, make up your own games and engage in real life learning opportunities (cooking, gardening, looking after pets, helping with household chores).

Staff can expect **parents** of children learning remotely to:

- Support their children's work, including finding an appropriate place to work
- To the best of their ability, support pupils with work encouraging them to work with good levels of concentration
- Regularly email completed work to the class email addresses or upload onto Seesaw (KS1)
- Utilise the year group blogs and additional activities and ideas provided
- 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 concerns known to staff

Class Teachers

Class teachers are responsible for:

- Ensuring the work set is of a high quality (online and offline) and links to the school's curriculum
- Provide clear explanations through daily recorded videos
- Provide regular feedback and challenge via emails/ comments on Seesaw (KS1 only)
- Maintain good communication with families and provide support where necessary
- Provide adapted learning resources for children with SEND and liaise with the SENCO where necessary
- Monitor and support pupil engagement

LSA's

LSA's are responsible for:

- Providing daily videos of them reading a story to the class
- Checking the class email account and replying to emails
- Contributing to the posting of blogs on the school website

- Contributing to providing feedback on pupils work via email and/or Seesaw

During the school day, Learning Support Assistant may also be required to complete additional tasks as directed by their class teacher or a member of SLT.

In the case of a local lockdown, all staff will be on a rota for their time in school. When support staff are in school they are not expected to monitor remote learning. Support staff are only expected to monitor and comment on remote learning when they are at home, on normal working days during working hours.

Headteacher

The Headteacher is responsible for:

- Monitoring open Child Protection Cases, maintaining regular communication with social services and other external agencies
- Liaising with and providing pastoral support for vulnerable families
- Providing Pupil Premium children with lunches and/or food packages
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders

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 and Deputy DSL (Melissa Adams, Lacey Bateman and Gemma Hall) will be available via the phone between the hours of 8:30-5:00 if any staff members have concerns.

The SENCO

Alongside any teaching responsibilities, the SENCO is responsible for:

- Supporting staff in providing personalised support and activities for children with SEND
- Liaising with the Computing Subject Leader 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
- Liaising with other staff to provide ideas and tools to further support any children with additional needs

Governing Body

The governing body 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

11. Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

12. Data Protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use school laptops/ iPads rather than their own personal devices where possible
- Follow the same GDPR guidelines as when working in school

13. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Support with content of work- talk to the relevant subject lead or Mrs Summers (SENCO)
- Issues with IT- talk to Miss Honor (computing lead) or the helpdesk via email
- Issues with behaviour- talk to Miss Bateman or Miss Smith (STEP's Tutors)
- Issues with their own workload or wellbeing- talk to a member of the SLT or line manager
- Concerns about safeguarding- talk to DSL's- Ms Adams/ Miss Bateman/Mrs Hall

14. Links with other policies

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety policy & e-safety declaration
- Code of Conduct
- User Agreements for Seesaw and Tapestry