Remote Education Policy for Burscough Bridge Methodist School

'Let Your Light Shine To All' (John Wesley)

Through exciting opportunities in lessons and the wider curriculum our children become well rounded, caring changemakers in our world. Each child is at the heart of all we do to ensure they become the best they can be and are meant to be.

1. Statement of School Philosophy

Burscough Bridge Methodist School has each child at the heart of all that we do to ensure they become the best they can be and are meant to be. We support our parents and children in the best way possible to make learning purposeful and exciting, acknowledging wider skills and the wider Curriculum. Our strategy for remote learning continues to build upon our values within our mission statement.

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.

- Provide clear expectations regards to delivery 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 Parents Evenings)

- Support effective communication between the school and families and support attendance

3 . Who is this policy applicable to?

- A child (and their siblings if they are also attending Burscough Bridge Methodist Primary School) 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.

- A child/ Children /The school when subject to a National Lockdown or Local Restrictions.

Remote learning will be shared with families when they are absent due to Covid related reasons.

Please also read the attached Appendix -Remote Education Provision: Information for Parents

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1, KS2 (Seesaw, School website) as well as for staff CPD and parents' sessions.

- Use of pre-recorded video, instructional videos and clips and assemblies

- Phone calls home

- Printed learning packs

- Physical materials such as story books and writing tools

- Use of BBC Bitesize, Times Table Rockstars, Mathletics, Number Blocks, Oxford Owl ,Teach your monster to read, Spelling Frame, Love Reading, Top marks ,WLSSP, Twinkl, Oak Academy, White Rose Hub , *LGFL (more on the Home Learning Section of the school website).*

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

- https://burscoughbridgemethodistschool.co.uk/working-at-home/
- https://web.seesaw.me/terms-of-service

5. Home and School Partnership

Burscough Bridge Methodist Primary 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.

 Burscough Bridge Methodist Primary School will provide an online training session and induction for parents on how to use Seesaw, as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Burscough Bridge Methodist Primary School would recommend that each virtual 'school day' maintains structure.

 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 tasks encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that tasks are set promptly. Should accessing work be an issue, parents should contact school or the class teacher promptly and alternative solutions may be available. These will be discussed on case-by-case basis.

In line with Burscough Bridge Methodist School's 'digital charter' we would encourage parents to follow the 'digital 5 a day' https://www.internetmatters.org/wp-content/uploads/2017/05/childrens-commissioners-office-digital-5-a-day.pdf

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.

6. 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.

Burscough Bridge Methodist Primary School will provide a refresher training session and induction for new staff on how to use Seesaw.

When providing remote learning, teachers must be available between 9:00-3:15.

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:

  - Teachers will set daily work for the pupils in their classes.

  - The work set should follow the usual timetable for the class had they been in school, wherever possible.

  - Some weekly tasks may be mixed with daily work.

- Providing feedback on work: where individual pupils are self-isolating

  - Reading, writing and maths work, all completed work submitted by the end of the school day - 3:15 pm. To be guaranteed teacher response and comments.

  - All other curriculum tasks submitted by 3.15 pm (at the latest, the end of the following day 3:15 pm) and teachers will comment at the end of the week.

  - For whole class/ bubble closure or National Lockdown please read the appendix at the end of this Policy

  o Keeping in touch with pupils who aren't in school and their parents

    Assisting pupils and parents with accessing the internet or devices

  - If there is a concern around the level of engagement of a pupil/s. Parents should be contacted via phone to assess whether school intervention can assist engagement.

  - All parent/carer emails should come through the school admin or class teachers school email accounts

  - Any complaints or concerns shared by parents or pupils should be reported to the Head teacher– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available between 9-3:15

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.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc daily monitoring of engagement.
- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing 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.

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

The SENCO

Liaising 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.

- 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.
- Identifying the level of support

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
- Be respectful when discussing any issues or concerns.

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 and Recorded Video
- End User Agreements for Seesaw

<u>Appendix</u>

Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

Where individual pupils need to self-isolate but the majority of their peer group remain in school, remote education that is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. Please refer to page 3 of this Remote Education Policy.

The Remote Curriculum: What is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

The school website – is a great place to start you off and enable you to access lots of resources for home learning. https://burscoughbridgemethodistschool.co.uk/working-at-home/

You should expect your child to be provided with an exercise book, which will have details they need to access some of the remote education. This book is used to record answers, show working out, planning etc as there will be no need to use a printer. The work can then be uploaded using Seesaw. Each morning the class teacher will send work which is to be completed that day and sent back for marking and assessment. It would be helpful for your child/children if they send the completed work to their class teacher after they had completed each lesson/task. Your child can use SeeSaw to discuss the activity or send comments about their work, to which the class teacher will reply.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, for the children in the Early Years and Key Stage 1 where learning is play based. Or in Key Stage 2 for some practical science lessons.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day depending on the children's age:

Reception -2-3 hours

Key Stage 1- 3 hours

Key Stage 2- 4 hours

We recognise that some pupils may not have suitable online access at home. We would encourage you to contact the class teacher as soon as possible so we can help and support you, by email or phone the school office.

We use a combination of the following approaches to teach pupils remotely:

- recorded teaching (e.g. video/audio recordings made by teachers Oak National Academy lessons,)

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Please read pg 1 and 2, section 4 of our Remote Education Policy for more details.

Page 3 of our Remote Education Policy sets out the expectations, engagement and support for remote learning. To engage in the remote learning we will not expect anyone to use a printer to access their work. Class teachers will check pupils work daily and if there are any concerns teachers will inform parents by email or a phone call home. If the problem is not resolved the Head teacher will then make contact by phone.

Feedback will be daily and after each piece of completed work. Feedback can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is to support and help the children achieve their

best. We recognise that short comments are valid but sometimes children may- at different times- need more explanation to support their learning. Quizzes, questioning and games can also be used as assessments.

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils. We will provide differentiated task and tasks in line with their current EHCP. We endeavor to plan lessons which are balanced between play based, exploration and more formal style lessons.