Bhylls Acre Primary School

Remote Teaching & Learning Policy

Statement of intent

At Bhylls Acre Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many.

We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Bhylls Acre has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

Our strategy is based on the DfE Guidance https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools particularly regarding remote education support, https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021 and DfE Remote Education best practice guidelines https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice

Aims

This Remote Teaching & Learning Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including SEND) who are not in school through use of quality online and offline resources and teaching videos, including 'live' lessons where appropriate

- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning

- Include continuous delivery of the school curriculum, as well as support of motivation, health and wellbeing and parent support

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

Scope

This policy aims to support learners and their families in the following circumstances:

- If the school is closed due to nationwide closure

- If a child *(and their siblings if they are also attending)* 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. Under these circumstances, children will access remote education in the following ways:
    - Access to Teams and associated assignments and links to resources
    - Access via a 'live' link to be part of whole class teaching if appropriate (the learners' video will be disabled and only the teacher screen and audio will be shared)
    - Access recorded video from the previous day, completed by activities, assignments and assessment material

- If 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. Under these circumstances, children will access remote education in the following ways:
    - Access to Teams associated assignments and links to resources
    - 'live teaching' as part of a whole class Teams Meeting

- A member of staff needs to self-isolate but is not ill. Under these circumstances, children will access remote education in the following ways:
    - The member of staff will deliver teaching to the whole class from home, via a live meet

Content and Tools to deliver this Remote Teaching & Learning Plan

Microsoft Teams is the principal tool used to deliver remote education. This will be supported by:

- Tapestry
- Use of recorded or live videos
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy and T*T Rockstars*

Home School Partnership

Bhylls Acre 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.

Bhylls Acre will provide resources for parents/carers on how to use Teams and Tapestry and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Bhylls Acre 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 pupils 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 promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

In line with Bhylls Acre Primary School's Online Safety Policy and learner AUPs, we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

School day and absence

- Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:30pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in **Appendix 1**

- Pupils with SEND or additional medical conditions who require more regular breaks, e.g., sensory breaks, are not expected to do schoolwork during their breaks.

- Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

- Parents will inform their child's teacher no later than 8:30am if their child is unwell.

- The school will monitor absence and lateness in line with the Attendance Policy

Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency

- The school will communicate with parents via email and the school website about remote learning arrangements

- Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours (when working from home only)

- The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours

- Members of staff will have contact with their line manager once per week (when working from home)

- As much as possible, all communication with pupils and their parents will take place within the school hours

- Pupils will have verbal contact with a member of teaching staff at least once per week via Teams or a phone call

- Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed

- Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

- The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set

- The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication

Online Safety/Safeguarding Considerations

This policy supports the school's Online Safety Policy, particularly the section related to Remote Education/Online Learning. It also refers to DfE Guidance set out in Teaching during coronavirus (COVID-19), particularly Safeguarding and remote education during coronavirus (COVID-19) - https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

All learners have signed an Acceptable Use Policy (AUP) – before using Teams. This document clearly articulates expectations for safe, respectful, and appropriate use and sanctions which might be taken in the event of misuse. All parents/carers have read, understood, and signed the Acceptable Use policy for parents/carers.

All resources made available through Teams, particularly video resources, will have been thoroughly checked before use. If using YouTube video, this will be displayed using a service such as https://safeyoutube.net/ or https://safeshare.tv/

The school has considered the safeguarding implications of delivering 'live' or recorded lessons and has detailed the steps required to ensure the safety of all involved. These are detailed in the AUPs for remote learning for staff, pupils and parents. These include:

For staff:

- All live lessons will be part of a planned schedule and will have been agreed with SLT
- Before any live lesson takes place, parents/carers will have been notified
- All live lessons will take place within the agreed school platform (Teams)
- Expected levels of professionalism will be maintained at all times – this includes the setting (backgrounds will be blurred or changed if possible) and no member of the staff's family will be visible on screen when delivering a live lesson
- Behaviour expectations will be reiterated at the beginning of any live lesson – no behaviour which contravenes expectations will be tolerated
- Any concerns will be reported immediately to Mrs Woodall – if required, the live lesson will be stopped or paused to address any issues
- No recording (other than official recording of the lesson via the platform) will take place – no pictures/screen shots will be taken. Nothing will be shared on social media without agreement of SLT and line with school policy
- Recorded lessons will have been checked/edited by class teachers before being made available online

For children and families:

- Children and parents/carers will have read, understood and signed the AUP before any live lesson takes place
- Parents/carers will ensure that expectation in the AUP are upheld – these include behaviour, dress code and a suitable learning environment free from noise (bedrooms are not suitable) in which the lesson can be overheard. Backgrounds will be blurred.
- At no point will members of the child's family be visible on screen unless absolutely necessary
- No one will record or take a screen shot of the live lesson – at no point will anything relating to the live lesson be posted or referred to on social media
- Any concerns will be reported immediately and officially to Mrs Woodall

Accessibility and Inclusion

Roles and Responsibilities

Teachers

When providing remote learning, teachers must be available between 9am and 12.00 noon

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 All teachers will set work (either links to resources or assignments with linked resources which will vary in type and duration depending on the class/year group) using Teams
    - o Teachers will set work for the pupils in their classes. This includes those responsible for streamed groups
    - o The work set should follow the usual timetable for the class had they been in school, wherever possible.

- All schoolwork completed through remote learning must be:
    - o Finished when returned to the relevant member of teaching staff
    - o Returned on or before the deadline set by the relevant member of teaching staff
    - o Completed to the best of the pupil's ability
    - o The pupil's own work

- Providing feedback on work::
    - o Marked in line with the Marking and Feedback Policy
    - o Returned to the pupil, once marked, by an agreed date

- - - o Reading, writing and maths work - all completed work to be submitted by a time set by the relevant member of teaching staff with an agreed return of teacher response/comments (usually within 1/2 days)
  - o All curriculum tasks submitted by 3.30pm - teachers will comment by the end of the week
- 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 school office email or specific staff email set for remote learning (this should not be the member of staff's normal school email)
  - o 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

Teaching Assistants

Teaching assistants must be available between 9am and 12 noon and expected to be present during any live teaching.

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 including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning
- 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.

Technical support

Technical support is responsible for:

- Managing and addressing technical issues in Teams
- Supporting staff with any technical issues

The SENCO

Liaising with the Technical Support 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
- Liaising with the headteacher and other organisations to make any alternative arrangements for pupils with EHC plans and IEPs
- Identifying the level of support

The School Bursar

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working/learning arrangements.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help from school staff if they need it
- Alert teachers if they are 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 cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff and use the correct channels

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
- Ensuring the Remote Education policy if fit for purpose and fulfils requirements set out in DfE guidance - https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res

Links with other Policies and Development Plans

This policy is linked to, and should be read in conjunction with, the following policies:

- Safeguarding & Child Protection
- Behaviour
- Data protection policy and privacy notices
- Online Safety Policy and Acceptable Use policies (specific to remote education)
- Digital Development Planning

Appendix 1

Acorns	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Registration	Registration	Registration	Registration	Registration
9.10	PE with Joe Wicks	PE 9.20 – 10.10	PE with Joe Wicks	Keep Moving	PE with Joe Wicks
9.30 – 10.00	Maths		Maths	Maths	Construction (NOT LIVE)
10.00 – 10.15	Break Time	Break Time	Break Time	Break Time	Break Time
10.30 – 11.00	Snack & Story Time	Snack & Story Time	Snack & Story Time	Snack & Story Time	Snack & Story Time
11.00 – 11.30	Phonics	Phonics	Phonics	Phonics	Fine Motor Skills (NOT LIVE)
11.45 – 12.45	Lunch	Lunch	Lunch	Lunch	Lunch

KS1	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Registration	Registration	Registration	Registration	Registration
9.30 – 10.15	Maths (Live)	Maths (Live)	Maths (Live)	Maths (Live)	Maths (Live)
10.15 – 10.30	Break Time	Break Time	Break Time	Break Time	Break Time
10.40 – 11.00	Share a Story (Live)	Share a Story (Live)	Share a Story (Live)	Share a Story (Live)	Share a Story (Live)
11.00 – 11.45	Phonics	Phonics	Phonics	Phonics	Phonics
11.45 – 12.45	Lunch	Lunch	Lunch	Lunch	Lunch

Y3/4	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Registration	Registration	Registration	Registration	Registration
9.30 – 10.30	English (Live)	English (Live)	English (Live)	English (Live)	English (Live)
10.30 – 10.45	Break Time	Break Time	Break Time	Break Time	Break Time
10.45 – 11.45	Maths (Live)	Maths (Live)	Maths (Live)	Maths (Live)	Maths (Live)
11.45 – 12.15	PE with Joe Wicks (Live)	PE with Joe Wicks (Live)	PE with Joe Wicks (Live)	PE with Joe Wicks (Live)	PE with Joe Wicks (Live)
12.15 – 1.15	Lunch	Lunch	Lunch	Lunch	Lunch

Y5/6	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Registration	Registration	Registration	Registration	Registration
9.30 – 10.45	English (Live)	English (Live)	English (Live)	English (Live)	English (Live)
10.45 – 11.00	Break Time	Break Time	Break Time	Break Time	Break Time
11.00 – 12.15	Maths (Live)	Maths (Live)	Maths (Live)	Maths (Live)	Maths (Live)
12.15 – 1.15	Lunch	Lunch	Lunch	Lunch	Lunch

Break Times

Acorns   10.00 – 10.15

Y1/2   10.15 – 10.30

Y3/4   10.30 – 10.45

Y5/6   10.45 – 11.00

Lunchtimes

Acorns   11.45 – 12.15 (classroom) 12.15 – 12.45 playground

Y1/2   11.45 – 12.15 (classroom) 12.15 – 12.45 playground

KS2   12.15 – 12.45 (classroom) 12.45 – 1.15 playground