Bursledon Federation - Remote learning Plan

Contents

1. Aims

This remote learning policy for staff aims to:

Ensure consistency in the approach to remote learning for pupils who aren't in school

Set out expectations for all members of the school community with regards to remote learning

Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teaching staff

When providing remote learning, teachers must be available between 8.30am and 4pm.

If they're 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 remotely and including:

- A daily timetable detailing the days learning offer

Work that is clear and easy to access downloaded by 8.30am each weekday morning

Daily Reading/phonics, Writing, Maths, Handwriting, Topic – for EYFS coverage of the Prime and Specific areas of learning

Core learning that is differentiated 3 ways. Work set will be in line with our curriculum.

A daily Act of Collective Worship

Providing feedback on work. There is a range of feedback that may be given. This includes,

- A written comment, praising a particular part of the work uploaded
- A written comment, providing a next step to clarify the learning point or to extend learning further
- A 'like'
- A recorded voice message

Love   Respect   Aspire

- Learning platforms SeeSaw (Years 1-6) and Tapestry (Year R) will be used to set work and to monitor engagement by pupils. They will also provide a means for children and their families to make contact with teaching staff.
- Staff will monitor learning platforms between 8.30am and 4pm on weekdays during term times. They are not expected to communicate with families outside of these hours.

Live Sessions

Live sessions will take place and focus on phonics or reading as well as supporting peer on peer interaction. The sessions will be led by a teacher or a higher level teaching assistant and will match what the children would receive in school.

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

- A weekly phone call home will be made to those families where children are not attending school
- Vulnerable pupils that are not attending school will be contacted at least weekly
- Children with EHCPs that are not attending school will be contacted at least weekly and may be offered individualised packs of work to enable them to carry on with their specific learning needs
- Home visits made to families that require additional support and/or those we have not spoken to during the course of the week wither in live session or on the phone
- Weekly live pastoral drop ins for parents that have concerns or are struggling

Attending virtual meetings with staff, parents and pupils:

- Staff will follow the protocols for use virtual devices, including adhering to a professional dress code and maintaining privacy and confidentiality

Tracking engagement

Teachers are recording lessons and uploading them to Seesaw/Tapestry so that children still see their teacher and other teachers from the year group they are in. There is a range of activities some of which are practical, some may be outside, some may be written or drawn. Teachers have thought carefully about how all children can access the learning so you won't need a printer to access the work set. We have provided children with books to complete their work in just as they would in school.

The work is monitored between 8:30am and 4pm, so once completed activities have been uploaded, feedback will be given from someone within the year team. Teachers keep track of the activities that have been completed.

Some of the work uploaded is shared in our newsletter to celebrate how hard our children are working at home.

2.2 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

Alerting teachers to resources they can use to teach their subject remotely

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school

Monitoring the effectiveness of remote learning

Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Pupils and parents

Staff can expect pupils and their parents learning remotely to:

Post comments that are appropriate and constructive

Be respectful when making any complaints or concerns known to staff

Seek help if they need it, from teaching staff and alert them to the fact that they are finding the learning overly difficult. English and Maths work is differentiated and allocated to children it is suitable for. Therefore all children should be able to complete the work they have been set. We aim to replicate school support as far as possible so some tasks make have additional attachments such as word banks, sentences starters or pictures.

The Federation's Autism Ambassador is on hand to help parents with strategies and resources to support children while they are working at home. She keeps in touch with our families with regular phone calls.

Once an activity has been completed, to Seesaw/Tapestry so we can see the work. Instructions of how to do this is available on request.

Contact school if you do not have a suitable device and we will add you to our device list. A time will be arranged for you to come to school to collect the device and sign an agreement detailing how the device can be used and cared for.

How can I support my child?

We would recommend having a dedicated space for children to complete their work.

Have a start and finish time that suits your family. This is another reason recorded videos work well, they can be accessed when it is best for your family.

Break times. Times of activity and fresh air.

Check in times, making sure there are no problems or your child is really struggling. It is important to remember that struggle is a normal part of learning and children will face challenges in the 'learning pit' even in school, however please contact us if you are concerned.

2.5 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

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact their line manager

If staff have concerns about safeguarding they should report these to the DSL or DDSLs

Issues in setting work – talk to the relevant line manager, subject lead or SENCO

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will follow the Federation policies

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 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)

Making sure the device locks if left inactive for a period of time

Not sharing the device among family or friends

Keeping operating systems up to date – eg. Bring laptops into school regularly to ensure that updates can take place

5. Safeguarding

In addition to the Child Protection Policy and Safeguarding Policy the Federation has an additional policy entitled: COVID–19 School Closure Arrangements for Safeguarding and Child Protection at the Federation of Bursledon CoE Infant School and Bursledon Junior School. This was updated in Jan 2021.