

# Imperial Avenue Infant School

## REMOTE LEARNING POLICY

### Statement of School Philosophy

Imperial Avenue Infant School 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.

### Aims

This Remote Education Policy aims to:

- ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not in school through the use of quality online and offline resources and teaching videos.
- provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning.
- include continuous delivery of the school curriculum through both live sessions and printed work packs
- support the motivation, health and well-being of children at home and support parents where necessary
- support effective communication between the school and families and support attendance.

### Who is this policy applicable to?

- A child who is displaying symptoms and is 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 who is required to self-isolate because a member of their household has tested positive. The rest of their school bubble are attending school and being taught as normal.
- A whole class bubble, when they are not permitted to attend school because a member of the bubble has tested positive for Covid-19.
- A child who is absent due to other Covid-19 related reasons e.g. are required to remain in quarantine after a trip abroad to a country which is NOT on the exempt list of countries or they are subject to shielding restrictions.
- Pupils home learning when a national lockdown is in place and only keyworker and vulnerable children are attending school.

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

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS and KS1 as well as for staff CPD and parents' sessions including: teacher2parent, Microsoft Teams, School Website and Class Dojo
- Use of Recorded video and Live Events and instructional videos
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of Digital Content including; *BBC Bitesize, Oak Academy and White Rose*

### Home and School Partnership

- Imperial Avenue Infant 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.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Imperial Avenue Infant School would recommend that each 'school day' maintains structure and will provide a clear timetable for children working from home remotely.
- We would encourage parents 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.
- 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 a case-by-case basis.

## Safeguarding Considerations

- Pupils under the guidance of parents to post work via Class Dojo where appropriate.
  - **Pupils should be appropriately dressed, in a suitable room and have a suitable background when on live sessions**
  - Staff should use school devices and when contacting pupils via online means should only use school email/learning platform forums/blogs.
  - The SLT will provide information to parents regarding safe online use at home via the school website.
  - Any staff filming pre-recorded content must ensure they are appropriate in dress and appearance. If working at home due to isolation, all backgrounds should be plain or blurred with no identifying features and all videos should be checked thoroughly before posting.
  - Where Teams Live Events are utilised, staff should take the same precautions noted for making pre-recorded videos. They should also double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen and use professional language at all times. Where events are recorded these should be checked before making available on the school website.
- (If a safeguarding issue arises, the recording will not be posted on the website and will be given to the DSL.)**
- The teams links are not to be shared on any public social media or forwarded to anyone via email – only school can send the link via dojo for children at home to join live sessions.
  - General code of conduct of ICT use should be observed (please refer to the Staff Code of Conduct and Acceptable Use Policy).
  - Consideration should be given to data protection issues particularly where videos etc are being posted.

## Teacher Expectations

***To note: the suggested expectations below relate to where a whole school lockdown, whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school. For detailed information of the school's tiered offer see Appendix 1.***

Imperial Avenue Infant School will support each other on how to use Class Dojo and Microsoft Teams. Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

When providing remote learning, teachers are responsible for providing a minimum of 3 hours of education per day. This may be done through both live sessions and printed packs which are sent home.

**Teachers will be expected to teach the following live sessions on teams:**

**A session may be the opening to a lesson which then children at home can complete the work or it may be a full lesson this will depend on content being taught.**

- F1 will be teaching a maximum of 3 daily sessions.
- F2 will be teaching a maximum of 3 daily sessions including phonics.
- KS1 will be teaching a maximum of 4 daily sessions including daily phonics, literacy input, numeracy input and a topic sessions. Phonics and literacy can be together.
- DSP will be teaching 3 short daily sessions.
- Other tasks that children will undertake will either be posted on Class Dojo, the school website or given as a paper copy.

## Providing feedback on work:

- Teachers will provide feedback where appropriate using Class Dojo **and this will be done during school hours.**

**Keeping in touch with pupils & parents who aren't engaging in school:**

- If there is a concern around the level of engagement of a pupil/s parents should be contacted by SLT via phone to assess whether school intervention can assist engagement.
- To respond, within reason, promptly to requests for support from families at home. This should be done via phone, teacher2parent, Class Dojo or by adding further video guidance for families.
- 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

## Pupil & Parent Expectations

**Staff can expect pupils learning remotely to**

- Pupils must interact with live teaching sessions or video content where possible
- Pupils must be dressed appropriately, be in an appropriate room where a parent is near, have an appropriate background and behave appropriately for learning
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers via Class Dojo
- Alert teachers if they're not able to complete work

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

- Contact the **school office** if their child is sick or otherwise can't complete work
- Support their child to access the live sessions
- **Parents to be appropriately dressed, in the same area as their child and use appropriate language and behaviour when their child is on live session**
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

**Monitoring and review**

This policy is monitored by the governing body, and will be reviewed annually, or as and when needed, should government guidance relating to remote learning change.