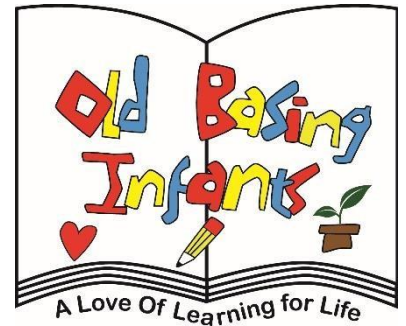




Old Basing Infant School

Remote Learning Policy



All schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). Where a class, group of pupils or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. This directive was issued by the Secretary of State for Education on 30th September 2020 and came into force on 22nd October 2020. It will continue to have effect until the end of the current school year, unless it is revoked by a further direction. The expectations on the quality of remote education provided by schools remain those set out in the guidance published in July 2020, namely to be:

- High quality and safe
- Aligned as closely as possible with in-school provision

1. Statement of School Philosophy

At Old Basing Infant School we deliver a rich and engaging, thematic curriculum which provides the children with a variety of different learning opportunities. Every child experiences a broad and balanced curriculum that promotes their spiritual, moral, cultural and physical development. Pupils are stimulated and challenged so that they can make good progress across our curriculum. Our strategy for remote learning aims to continue this.

In the light of the Covid-19 pandemic, the school made the decision to move to the use of Tapestry for all Home Learning and therefore ensure that pupils, staff and parents are familiar with this way of working. Thus enabling a smooth transition to remote learning for individuals, bubbles or the whole school depending on local circumstances.

Remote learning will be shared with families when they are absent due to COVID related reasons please also refer to the parents' section on our school website (Covid-19):

<https://www.oldbasinginfants.co.uk/covid-19/> where you will find further resources and information on our Remote Strategy.

Where needed, our Remote Learning provision will be high-quality, safe and align as closely as possible with in-school curriculum content. Our aim is to develop remote education so that it is integrated into school curriculum planning so that no-one need fall to far behind. It may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or for all pupils in the case of bubble self-isolation or local/national lockdown.

2. Aims

- Ensure consistency in the school's approach to remote learning for all pupils (including SEND) who are not in school through use of quality online and offline resources.
- Set out expectations for all members of the school community with regards to delivery of high quality interactive remote learning
- Support effective communication between the school and families and support attendance
 - Provide appropriate guidelines for reporting concerns and data protection
 - Outline how remote learning will be conducted using Tapestry.

- Explain how this platform will also allow staff to keep in contact in a professional and confidential manner with their class members.
- Ensure teachers will be able to schedule learning in a manner that does not overwhelm our children.
- Ensure teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our school's ability.
- Ensure that in all communications we will prioritise the wellbeing of our children.

Pupils and staff are expected to follow the same high standards of communication and respectful behaviour towards each other that characterises the everyday face to face learning environment at Old Basing Infant School. Additionally, all members of the school community will avoid using text language or slang so that all communications are clear and not easily misunderstood.

3. Flexibility of Learning

We realise that the circumstances that cause individuals to self-isolate due to having Covid symptoms or cause our school to close class bubbles, will affect families in a number of ways:

- parents/carers may be trying to work from home so access to technology as a family may be limited;
- parents/carers may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- teachers may be trying to manage their home situation and the learning of their own children; □ IT systems may not always function as they should.

In our planning and expectations, we are aware of the need for flexibility from all sides. An understanding of, and willingness to adapt to these difficulties is essential for success.

4. Who is this Policy Applicable to?

- A child who 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.
- Children whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- The whole school if there is a localised or national lockdown.

5. Remote Home Learning via Tapestry

Remote learning will:

- Use high quality, reliable and safe materials
- Ensure that the detrimental impact on children's learning is minimised
- Ensure that there is a balance between screen time and other learning activities in a variety of subject areas and contain tasks and links to follow (in any order and at a time that suits on that day).
- Be sustainable for the school in the event of staff becoming unwell and being unable to set activities
- Be manageable for staff by developing a collaborative approach to activities
- Be manageable for parents/carers through offering support and guidance
- Take account of the impact of the current situation on mental health and wellbeing and not put undue pressure on children or families

While we understand that remote learning may be easier for some families than others, we no doubt all agree that keeping regular learning going during the period that children or class bubbles are isolating, is vitally important to reduce the impact on our children's education.

Other tools we will use to deliver this remote education plan include:

- Use of recorded video/audio for instructional purposes – teacher produced or from reputable websites.
- PowerPoint presentations

- Printed learning packs – differentiated for individuals and for those with SEND – for families that require this
- Use of BBC Bitesize, Oak Academy and other reputable educational websites
- Use of the school's other online platforms: Bug Club and Education City

6. Contact

This may include:

- Video clip, written or audio messages to and from home using Tapestry
- Responding with quality written/audio feedback after learning has been uploaded on to the platform.
- Phone calls home by a member of the year group team to check on the child's wellbeing.
- Assemblies with Year Group and Class

7. Providing Feedback on Remote Learning

- Parents should upload photographs of their child's learning to Tapestry daily at a time that suits the family and allows flexibility for individual family circumstances.
- Teachers will respond with feedback that includes typed commentary or via audio feedback which is in line with our existing marking/feedback policy.
- Teachers will respond to any updates from parents/children as soon as they are able to taking into account that if it is an individual or a small group isolation circumstance, the teacher will still have a class commitment during the school day. When the whole class is self-isolating this feedback will happen during the school day.

8. Home - School Partnership

Our 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. Our school will provide regular email/text and website updates and top tips to support parents on how to use Tapestry effectively. Where possible, it is beneficial for young people to maintain a regular and familiar routine. As far as is possible, this should be the same as the normal school routine in order to enable a straightforward transition back into school. We would encourage parents to support their children's learning, including finding an appropriate place to study and, to the best of their ability, support pupils with their learning; encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that activities are set promptly. Should accessing activities be an issue, parents/carers should contact school promptly via email and alternative solutions may be available. These will be discussed on case-by-case basis.

9. Contact to and from teachers

- All queries placed on Tapestry during the school day and until 5pm will be responded to during the school day or by 5pm.
- Teachers' responses will be within 24 hours during the working week, up until 4.00pm on a Friday.
- All teachers within the year group are able to access all families in order to be able to continue to support in the case of staff illness.

10. Roles and responsibilities of Teachers

Teaching staff will:

- Share teaching and activities with their class through Tapestry
- Using the support from HCC, the school will provide remote learning that is relevant to the curriculum focus for each year group. Use will be made of government recommended online resources to support learning, such as BBC Bitesize, Oak Academy, HIAS Curriculum Projects and other resources which enable pupils to receive good quality remote teaching, as well as the school's own curriculum documents.

- Continue teaching in line with current year group planning
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Keep in contact with children through the measures outlined above.
- Reply to messages, set learning activities and give feedback on activities during the working week between 8am and 5pm
- Allow flexibility in the completion of activities, understanding that the circumstances leading to the self-isolation will affect families in a number of ways;
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow
- If unwell themselves, be covered by another staff member for the uploading and feedback of activities. If possible feedback will continue to be given, taking into account the circumstances in school at the time.
- Record details of phone conversations on CPOMS – giving a small commentary of the content using bullet points. Outline the family members spoken to e.g. Mum/Dad and child. Briefly report on e-safety through discussion with parents and child about being safe online.
- Ensure that if attending virtual meetings with other staff, external agencies and parents they reply to RSVP via their school e-mail address. When using Microsoft Teams or Zoom avoid areas with background noise, ensure that there is nothing inappropriate in the background, ask all to remain muted unless invited to speak, access the chat function primarily to communicate.
- All staff will follow the school's usual procedures with all safeguarding concerns, recording these on CPOMS and speaking to one of the school's three DSLs.

11. Roles and Responsibilities of Learning Support Assistants

Learning support staff will:

- Assist the class teacher in sharing teaching and activities with their class through Tapestry
- Assist the class teacher in keeping in contact with children through the measures outlined above - reporting any safeguarding concerns in a timely manner.
- Support pupils where appropriate, with accessing learning remotely, including those with SEND in accordance with IEP targets.
- Teach the class for short term periods should the class teacher be ill at any point

12. Roles and Responsibilities of the Leadership Team

The Leadership Team is responsible for:

- Coordinating the remote learning approach across the whole school
- Monitoring the overall effectiveness of remote learning – reviewing learning set by teachers, monitoring use of Tapestry
- Reviewing the learning set on Tapestry for consistency and parity of practice across the school
- Reviewing current curriculum expectations in light of the need of remote home learning for the individual, the bubble or the whole school in the case of localised lockdown.
- Using the school website as a platform to provide parents with guidance and help in supporting their children's learning, as well as giving information about e-safety and mental health.
- Monitoring email correspondence between parents and teachers through the use of CPOMS
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

- Ensure the website is used to store letters and any guidance regarding remote education the school has sent home to parents so these can be easily accessed at home.
- The Inclusion Manager will oversee home learning plans for pupils in receipt of an EHCP.
- Tucasi/Scopay will be used to publicise any emergency messages to parents and to signpost parents to key information on the school's website.

13. Roles and Responsibilities of the DSLs

Alongside any teaching responsibilities, DSLs will:

- Maintain contact, collating, passing on information and responding to any safeguarding concerns in a timely manner.
- Make contact phone calls to vulnerable pupils' families
- Follow direction sent by HCC in relation to vulnerable pupils
- Refer to and follow the COVID-19 addendum, the September 2020 Child Protection and Safeguarding Policies in all matters
- The Lead DSL will ensure that records of families who need support with accessing learning and/or resources are maintained and will put plans in place to support individual pupils and their families.

14. Roles and Responsibilities of the Computing Lead/Business Manager& HSS/School Care This group of staff will:

- Fix issues with systems used to set and collect children's work
- Help staff and parents with guidance for any technical issues they're experiencing
- Review the security of systems and flagging any data protection breaches to the Data Protection Officers who will work in collaboration with HSS/School Care
- Assist pupils, staff and parents with accessing the internet or devices remote

15. Roles and Responsibilities of Pupils with their Parents' support

Staff can expect pupils to:

- Complete learning set by the teachers as much as they can
- Seek help and guidance if they need it, from teachers via Tapestry
- Alert teachers if they are not able to complete work due to a misunderstanding via Tapestry
- Use teachers' online sessions during the school day to raise queries about any current learning
- Take regular breaks, get fresh air, exercise and maintain a reasonable balance home learning and well being
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that
- Read daily, either independently or with an adult, making full use of Bug Club to develop comprehension alongside word reading skills

16. Roles and Responsibilities of Parents/Carers

Staff can expect parents/carers to:

- Support their child's learning to the best of their ability
- Encourage their child to access and engage with tasks set on Tapestry
- Seek guidance if anything is unclear in the learning that is set
- Check their child's completed work each day and actively encourage the progress that is being made
- Contact school if they need to inform the class teacher that their child is ill or cannot complete the work set for another reason via email on: adminoffice@oldbasing.hants.sch.uk
- Be respectful when raising concerns to staff

- Refer to the school website for further resources and support
- Keep safe any learning that children complete on paper at home so that it can be brought back to school when safe to do so
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Tapestry
- Be mindful of mental well-being of both themselves and their child(ren) and encourage their children to take regular breaks, play games, get fresh air and relax;
- In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that the school will not take responsibility for any breach of Copyright Law

17. Data Protection

All staff members will:

- Have access to CPOMS to record any parent communication or concerns about children, this is accessed via a secure password and a further authenticator to ensure maximum privacy. Staff members are aware they need to log out after each use and that they are not to allow access to the site to any third party.
- Use school laptops and iPads as the school's preferred devices to be used when accessing any personal information on pupils

Staff members may need to collect and/or share personal data such as emails/phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

18. 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 (this also applies to CPOMS).
- Not sharing the device among family or friends
- Antivirus and anti-spyware software is up to date and active.
- Keeping operating systems up to date – HSS/School Care will always install the latest updates as a matter of course.

This policy will be reviewed as and when updates to remote home learning are provided by the government.

Policy Adopted: January 2021