



"Be the Best You Can Be."

Remote Education Policy

Member of staff responsible	Zaheen Younis
Date of policy approval	January 2021
Review Date:	September 2021

1. Statement of School Philosophy

Tottenham 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

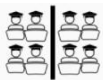
This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations to members of the school community with regards to delivering 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 Meet the Teacher).
- Support effective communication between the school and families, and support attendance.

2. This policy is applicable for the following circumstances



- The school is closed and is inaccessible to students. Staff could be in school or working at home dependent on circumstances.



- Certain year groups or classes are required to work from home due to class or year group closure.



- Individual students are unable to access the school due to long term illness or are self-isolating under coronavirus restrictions.

This is with the aim of providing a realistic continuation of curriculum delivery should the school be closed or inaccessible to year groups or individual students for more than one day.

3. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Google Classroom for EYFS and KS1 (*main platform for remote learning*)
- Use of Recorded video (*or Live Video if used*) for teaching, instructional videos, stories and assemblies
- Access to websites and videos to support the teaching of specific subjects
- Use of on-line learning resources such as Mathletics Oak National Academy, *Collins Connect Big Cat Texts, Purple Mash*
- Phone calls home
- Printed learning packs
- Physical materials such as games/malleable materials/ story books and writing tools

Summary of Remote Lesson delivery

Scenario	Lesson delivery		
	Teachers in school	Teacher not at school-well	Teacher not at school-unwell
Whole school closed	Live lessons via Zoom/Google Classroom from classroom	Live lessons via Zoom/Google Classroom	PPT & resources on Google Classroom/e-mail to parent
	PPT & resources on Google Classroom/e-mail to parent	PPT & resources on Google Classroom/e-mail to parent	
Year groups working remotely at home	Teachers in school	Teacher not at school-well	Teacher not at school-unwell
	Live lessons via Zoom/Google Classroom from classroom	Live lessons via Zoom/Google Classroom	PPT & resources on Google Classroom/e-mail to parent
Individual Student (s) at home (isolating long-term illness)	Teachers in school	Teacher not at school-well	Teacher not at school-unwell
	PPT & resources on Google Classroom/e-mail to parent	PPT & resources on Google Classroom	Year group leader send PPT & resources on Google Classroom/Parent e-mail
Pupils who do not have access to IT at home- will be sent a work pack.			

4. Home and School Partnership

Tottenham 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.

Tottenham Infant School will provide an online training session and induction for parents on how to use Google Classroom.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We 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, 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.

All children need to adhere to the Acceptable Use Policy at school which includes e-safety rules and this applies when children are working on computers at home.

5. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where the whole school/ class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

Tottenham Infant School will provide training sessions and induction for new staff on how to use Google Classroom.

When providing remote learning, teachers must be available between 8.00am and 4.00pm.

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 work for the pupils in their class.
- A weekly timetable of tasks linked to the current themes and topics will be e-mailed to parents.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Tottenham would recommend that each 'school day' maintains structure. We would recommend that pupils spend a minimum of 3 hours of remote learning each day.
- Year groups will ensure work is set for pupils that would have been taught on that day according to their timetable. There is no expectation that work will be set outside of school working hours.
- As the trusted professional, teachers will make an appropriate and informed decision as to the type and content of the work being set, based on their schemes of learning and the remote learning context. Teachers will use a phased approach to introduce new content which will be carefully selected to ensure accessibility through Google Classroom lessons or PowerPoints. Where appropriate the school will also use resources from Oak National Academy.
- Teachers may plan and undertake 'interactive lessons' for their classes via Google Classroom.
- Teachers will continue to work within our expectations for communicating with parents/carers in the event of a concern.
- Teachers will respond, within reason, promptly to requests for support from families at home. This should be done via email.
- Where appropriate and at request adaptations will be made to deliver remote learning for families who do not have a device.

Providing feedback on work:

- Teachers will give feedback for work submitted via Google Classroom or e-mail.
- All curriculum tasks submitted will receive a comment by the class teacher within 2 days.

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

- 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 class e-mail or office e-mail.
- 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.

Non-live Lessons Remote Learning set on Google Classroom

- If remote learning is not delivered via a live lesson, the preferred document format will be Word or PowerPoint.
- Teachers will present all work in a logical dated order for ease of access for students.
- Work will be sent via Google Classroom daily.
- Teachers will clearly label tasks and provide a brief description.
- Any completed works can be shared with the class teacher via Google Classroom.

Remote Live Lesson Teaching via Google classroom protocols

- Where provided, Google Classroom is the online platform which teachers will use to enhance live learning through live teaching.
- Where live lessons are delivered, pupils will receive an invite to attend a 'meeting' via Google Classroom, which will include the time and date of the timetabled lesson. Where IT permits, pupils are expected to attend live 'lessons' to support their progress.
- Teachers may request students to turn off the camera to disable video and have audio on mute. Pupils will still be able to view the teacher and unmute when required by the teacher to engage in any questions. This is to promote a productive learning environment and safeguard all students.
- Teachers will plan activities in live lessons which will either reinforce existing understanding and skills (retrieval practice) or introduce selected 'new knowledge' in a logical and sequenced approach. Pupils may be expected to carry out additional tasks assigned by teachers independently.

Pupil engagement with remote learning

- Pupils are expected to engage with all remote learning to the best of their ability in the time clearly allocated.
- All pupils who have IT provision are expected to attend attending live learning lessons where set.
- Where pupils are unwell parental contact is expected from the parent/carer via email to the attendance officer/ class teacher.
- Missed live lessons:
 1. If a pupils misses live lesson, the class teacher will send a set email to the parents and student to ascertain the reason and encourage subsequent participation.
 2. If further lessons are missed the teacher will notify senior leaders.
- Where appropriate teachers are expected to provide individual feedback on remote learning completed by pupils.
- The senior leadership team will undertake weekly spot checks to ensure appropriate remote learning has been set.
- Parental questionnaire will be undertaken periodically to quality assure the remote learning experience for students.

Teaching Assistants

Teaching assistants must be available between 8.30am and 3.30am.

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 assistants 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, 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 Technician

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 SENDCO

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 and IHPs.

Identify the level of support for individuals and groups of learners.

The SBM

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.

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.

Staff can expect parents with children learning remotely to:

- We would encourage parents to support their child's learning, 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 on appropriate platforms but the school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be

an issue, parents should contact the school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

- 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 making any complaints or concerns known to staff.
- Alert teachers if their child is not able to complete work.
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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.

6. Links with other policies

This policy is linked to our:

Safeguarding

Behaviour policy

Child protection policy

Data protection policy and privacy notices

Online safety policy

Google classroom User Agreement

