

Remote Education Policy for Cambo First School

1. Statement of School Philosophy

Cambo First School has always striven to be creative and innovative in supporting our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all children (Inc. SEND) who aren't in school through the use of quality Online and offline resources and teaching videos
- 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 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
- Ensure those children who do not have a lap top are able to borrow one from school.

3 .Who is this policy applicable to?

- *A child, (and their siblings if they are also attending Cambo First School), who is absent because they are awaiting test results and their household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.*
- *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.*

Remote learning will be shared with families when they are absent due to Covid related reasons, and not to all at the start of the week

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 : *Tapestry Google/Teams/ Seesaw, School 360*), as well as for staff CPD and parents sessions.

- Use of Recorded video for instructional videos, story and assemblies
- Phone calls home
- Printed learning packs, especially relevant where parents have poor connectivity.
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, *RM Maths*, *Active Learn*, *Times Tables RockStars*, *Letter Joins*, *School 360*.

The detailed remote learning planning and resources to deliver this policy will be given to parents via Tapestry as and when needed. The resources will include:

- Model Timetable and structure for remote learning
- Downloadable Printable Documents – e.g. those created by the teacher or advocated by the teacher.
- Curriculum resources
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- End User Agreements for Google Meet / Tapestry/RM Maths/Active Learn/Rock Stars etc

NB Children will bring home their user names and passwords for specific programs

5. Home and School Partnership

Cambo First School is committed to working in close partnership with our families. We recognise that each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs.

Cambo First School will provide a refresher online training session and induction for parents on how to use Google Meet where required or as appropriate and where possible, provide personalised resources to support this learning.

Where possible, it is beneficial for children to maintain a regular and familiar routine. Cambo First School would recommend that each 'school day' maintains structure

We would encourage parents to support their children's work, including finding an appropriate place for them to work and, to the best of their ability, support children 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 via email, telephone or

Tapestry promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

At Cambo we would encourage parents to follow the good advice from the Children's Commissioner for England in developing a 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

With children now staying at home to protect themselves and others from coronavirus, digital technology is playing a bigger role than ever before in helping them to learn, play, and stay connected to each other and family members.

The [digital 5 a day guide](#) is a useful framework to help children get the most from their time online, and balance digital activity with their overall wellbeing. It's also a tool that parents, carers and others working with children can use to guide, support and maintain a dialogue about time spent online during social isolation.

1. **Connect:** *use the internet to stay connected to friends and family members, and to socialise safely online*

Phones, tablets and social media can make staying connected to friends and family members an easy, fun and positive experience during this time. It's important to make sure children are only connecting online with people they already know, in a safe and secure way.

You might want to look at [a digital safety and wellbeing kit](#) created in collaboration with leading privacy law firm Schillings to help children stay safe online, containing advice on video calling, browsers, usernames and passwords, and apps.

1. **Be active:** *make use of online resources to get moving and boost emotional wellbeing*

Activity is very important for mental wellbeing, and it's essential to balance time spent online with time offline. Encourage children to take regular screen breaks, and to get outside once a day for some exercise or a walk nearby [in line with current government guidelines](#).

Staying at home for most of the day has the obvious disadvantage of not being able to get enough exercise, but right now the internet is providing some fantastic opportunities to get children active and moving. The Body Coach Joe Wicks is [streaming daily PE lessons](#) on his YouTube channel, [Cosmic Kids Yoga](#) share yoga and mindfulness sessions for children aged three and up, and NHS Change 4 Life has a range of [Disney-inspired indoor games and activities](#) designed to get children moving indoors.

1. **Get creative:** *use digital tools to learn, build new skills, and discover new passions*

The internet provides children with unlimited opportunities to learn and to be creative. From learning to code to building complex structures in Minecraft to creating video content, there are endless opportunities for children to build their digital skills. Time spent online doesn't have to be spent passively consuming content. It can be educational, creative and can provide opportunities to build skills for later life. This is [a list of free educational resources, audiobooks, and e-books](#) to help keep children busy, active, and learning online.

1. **Give to others:** *stay positive and support others throughout the digital day*

Encouraging children to give positive feedback and support to friends and family members as well as report any negative behaviour they come across is a powerful way of demonstrating what a helpful and inclusive place the internet can be, especially during periods of social isolation.

Children can also play a role in helping to make the internet a better place for everyone right now by reporting and not sharing fake news. News about coronavirus changes every day, and it's really important that children know how to spot fake news, so they stay informed about what is really happening, and don't become scared or frightened by something which isn't real. These are some [tips for young people on how to spot fake news](#).

1. Be mindful

We hear that children often feel pressured by the constantly connected nature of the internet. Being mindful about the increased amount of time that children are spending online at the moment – and encouraging them to be mindful about how this makes them feel – is important. Encourage children to come up with ways of managing their time online, for example downloading an app that helps them manage their notifications. Be ready to listen to any concerns they have and use this guide to maintain a dialogue with them. If they're feeling worried by coronavirus, there's a [children's guide to the virus](#) to help explain the situation.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

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

Cambo First School will provide a refresher training session and induction for new staff on how to use any digital platforms /programs.

When providing remote learning, teachers must be available between 9-3.15

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 children in their bubbles/classes.
- The work set should follow the usual timetable for the bubble/class had they been in school, wherever possible. Especially with reference to Maths and English
- Weekly/daily work will be shared via Tapestry/hard copy where necessary
- Teachers in Class 1 and Class 2 [bubbles] will be setting work on Tapestry

Providing feedback on work:

- Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response by 5pm.

- All curriculum tasks submitted by 3.30pm and teachers will comment at the end of the week.

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

- If there is a concern around the level of engagement, the child's parents should be contacted via phone/Tapestry/email to establish whether school intervention can assist engagement.
- All parent/carer emails should come through the school admin account (Admin@...)
- Any complaints, concerns, Safeguarding specific concerns, shared by parents or children should be reported to the Headteacher/DSL

Teaching Assistants

Teaching assistants must be available between usual working hours

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 the class teacher or the Head teacher.

Staff/Head teacher

Are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – via regular meetings with teachers, reviewing work set or reaching out for feedback from children 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

At Cambo we have no IT technician on site. We purchase support via NCC. We also buy into support via Omnicom. Telephone support is available re:

- 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
- Assisting children and parents with accessing the internet or devices
- The IT technician visits school once a month for half a day [last Wednesday of the month – pm]

The SENCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all children and that reasonable adjustments are made where required.

- Ensuring that children with EHC plans continue to have their needs met while learning remotely, and liaising with staff and other organisations to make any alternate arrangements for children with EHC plans.
- Identifying the level of support

The School Secretary

- 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.
- To monitor the Admin areas of emailing, keeping the headteacher abreast of parental concerns etc.

Children and parents

Staff can expect children learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're 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 can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Governing Body

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

7. Links with other policies and development plans

This policy is linked to our:

- Child Protection/Safeguarding
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital learning policy
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements