

Remote Education Policy for Fern House School

1. Statement of School Philosophy

Fern House has always strived for our children to be independent, motivated learners, who endeavour to achieve high standards and leave Fern House able to flourish wherever they may go next on their journey. 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 pupils 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 the delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parental 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

3. Who is this policy applicable to?

- A child (*and their siblings if they are also attending Fern House*) 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
- 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 individual families when they are absent due to Covid related reasons and not to everyone at the start of a week.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for (*Seesaw or Google Classrooms along with the use of Timestable Rockstars, Spelling Shed, Maths Shed and other apps that support high quality learning*)
- Use of Recorded video for instructional teaching points (via seesaw or the school website)
- Phone calls home. These will be both wellbeing calls and academic calls. Any pupils who have phonics or speech and language support will also have these by phone.
- Printed learning packs
- Physical materials such as story books
- Use of websites such as the Oak Academy

The detailed remote learning plan:

- All pupils will be provided with a daily reading, writing, maths activity and an activity from one other subject (science, RE, geography, PSHE, art, history, PE, music). Pupils that are onsite will complete the same work as those who are offsite.
- If their bubble is closed they will be provided with a daily Reading, Writing, Maths activity and one other subject (science, RE, geography, PSHE, art, history, PE, music)

- Most lessons will include a short instructional videos, voice notes or pictures, which will be uploaded with an activity for each session. This could either be made by the classes team or one already created from a website such as the Oak Academy
- All of the above will be uploaded on to Seesaw or Google Classroom. If families don't have access to the internet, packs will be printed and posted to them.

5. Home and School Partnership

Fern House 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. We aim to support pupils and parents as much as possible and will keep our communication as constant as necessary.

Fern House will provide step by step instructions for parents on how to use Seesaw.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Fern House 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, support pupils with work encouraging them to work with good levels of concentration. We aim to assess every piece of work that is submitted.

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

We would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet. Please find the 'digital 5 a day' PDF on our website.

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.

Fern House will provide guidance on how to use Seesaw and Google Classroom through an instructional video created by members of our staff.

When providing remote learning, teachers will be available between 8:30-4:15

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.

If a pupil is isolating and completing work through Seesaw or Google Classroom then a phone call should be made twice a week to discuss the work and any possible misconceptions or to discuss pupil voice around what pupils may want to learn about. Where possible completed work should be printed from Seesaw and Google Classroom and used in pupils exercise books.

If a pupil is isolating and completing work on paper through learning packs then a phone call should be made every day to ensure the work is being completed. Where possible pupils should also send the work through their school email address. Pictures should be taken of the completed work and this can then be used in pupils exercise books.

Any phone calls made to parents MUST be logged on ScholarPack explaining briefly the details of the call.

When providing remote learning, teachers are responsible for:

➤Setting work:

- Teachers will set work for the pupils in their classes.
- The work set should follow the usual timetable for the class had they been in school, wherever possible.
- This may include short minute videos of instructional teaching for each lesson
- Daily work will be shared by 9:00am.
- Teachers will aim to set most work on *Seesaw* or *Google Classroom*
- There may be supporting work available via the school website.

➤Providing feedback on work:

- All work completed and submitted will be responded to by a member of staff if it is online
- Staff will respond to work either by commenting underneath, leaving a voice note or if necessary following up with a phone call

➤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. Teachers should notify the parental engagement officer (John Emery) who will contact 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.

Teaching Assistants and Support Staff

Teaching assistants must be available between 8:30-4:15

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

During the school day, teaching assistant must complete tasks as directed by a member of the SLT or their team. o E.g. providing scaffolds/support for 1:1 children

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.

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
- 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

LEC

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:

Safeguarding

Behaviour policy

Child protection policy

Data protection policy and privacy notices

Online safety acceptable use policy

Digital and hardware Development Planning

Code of Conduct for Phone calls, Video conferencing and recorded video