

CASTLE BROMWICH INFANT AND NURSERY SCHOOL AND ALL STARS CHILDCARE

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"Reach for the Stars"

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Remote Learning Policy & Action Plan

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Castle Bromwich Infant and Nursery School Remote Learning Policy



Aims:

This remote learning policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources. Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Use of remote learning:

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do so safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

We recognise that some pupils may not have suitable online access at home. Any pupil who does not have online facilities will be provided with paper copies of all work set in line with other pupils in their year band.

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

Timeline A pupil's first day of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. Pupils will initially be set work selected from the Oak Academy resources. These will be selected by the class teacher to be in line with the current learning and will prepare pupils for the remaining remote learning lessons.

The following timeline will be implemented if any of the above situations arise OR Public Health advise closure.

Day One

- HT to communicate closure to relevant parents (Public Health letter)
- School letter from HT if attendance has been restricted
- Letter from year group teachers regarding remote learning to parent and child

Day Two

- Timetable to be launched on year group webpages • Teachers to communicate via dojo the learning for the day
- Dojo communication to be manned and work responded to as it is submitted

Days Three – Five

- Daily teaching following the timetable provided by class teachers with regular communication via DOJO platform.

Day Five

- Welfare calls for all pupils (discuss access to remote learning and well-being) TAs to support with phone calls to the children.
- Inclusion team to contact any families where concerns are raised or no contact made

2. Roles and responsibilities:

2.1 Teachers:

For any children recovering, isolating at home class teachers will 'check in' with families and offer daily contact via Class Dojo. CBINS recognises that school is a protective factor for children and young people, and certain circumstances, can affect the mental health of pupils and their parents/carers. Teachers need to be aware of this in setting expectations of pupils' work where they are at home.

When providing remote learning teachers must be available during their normal working hours (9.00am -12.00 noon and 1.00pm – 3.30pm). Teachers will find an opportunity across the week within these hours to take their usual PPA time.

Attend virtual meetings with staff, parents and pupils where appropriate

If they're 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 and alternative arrangements will be made.

When providing remote learning, teachers are responsible for

- checking in with families and setting work via Dojo and/or Microsoft Teams
- providing regular feedback on work

2.2 Teaching Assistants:

When supporting remote learning, teaching assistants must be available during their normal working hours and where appropriate attend virtual meetings with staff, parents and pupils.

If they're 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 assisting with remote learning, teaching assistants are responsible for:

- supporting teachers in the preparation of resourcing, activities, planning, assessments and offering targeted feedback.

2.3 Subject leads:

Alongside their teaching responsibilities, subject leaders are responsible for

- considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- working with teachers teaching their subject remotely, to help make sure all work set is appropriate and consistent
- working with other subject leaders and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- monitoring the remote work set by teachers in their subject
- alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders:

Senior leaders are responsible for:

- supporting the co-ordination of the remote learning approach across the school
- monitoring the effectiveness of remote learning where necessary 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 with the help of the network manager, and DSL
- check in with families isolating, reminding them of procedures, and being aware of those children with SEND and who have FSM.
- reassuring families

2.5 Safeguarding children and remote learning

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police. If children are sent home to learn online safety will continue to be followed.

CBINS will ensure any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Any online teaching should follow the same principles as set out in the School's code of conduct.

Below are some things to consider when delivering virtual/remote lessons, especially where webcams are involved:

Staff will:

- Ensure that there is no 1:1 teaching online; groups only.
- Wear suitable clothing and not be based in a bedroom.
- Record any live lessons so that if any issues were to arise, the video can be reviewed.
- Ensure any live lessons or self-recorded lessons be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Ensure that language used is professional and appropriate, including any family members in the background. • Ensure that they only use platforms that are approved by CBINS to communicate with pupils
- Record, the length, time, date and attendance of any live lessons held.

Continue to be vigilant at this time and follow our usual online safety and Safeguarding/Child Protection policies and procedures; contacting a DSL directly in the first instance with any concerns (JS, LD, SC, CN, AR)

Children will:

- Access computers for any live lessons in appropriate areas, for example, not in bedrooms.
- Wear suitable clothing and be fully dressed.
- Be supported by an adult to access online learning.

Parents will:

- Support their children to access online learning.

- Spend time talking to their children about online safety and remind them of the importance of reporting to an adult anything that makes them feel uncomfortable online.
- Establish suitable parental controls on the devices children use
- Ensure online safety concerns are reported to the school's DSL via the class teacher (through Dojo) or by calling school office on 0121 7473369

Additional information regarding online safety for parents can be found here:

- CEOP
- Thinkyouknow
- Internet matters
- UK Safer Internet Centre
- Net-aware

Monitoring engagement

CBINS is committed to ensuring the safety and wellbeing of all its children and young people.

In addition to monitoring engagement daily through Class Dojo, each week teachers summarise and share the engagement of every child in their class who is learning remotely. These results are shared with SLT and fed back to Governors. Any issues are addressed.

Where school has had no communication/engagement from families by the Wednesday of any week, school will make direct contact. If this is unsuccessful school will undertake doorstep visits to carry out a safe and well check.

2.6 SLT and Network Manager:

The online learning leader and/or Network Manager is responsible for

- making relevant training available to staff to enable them to deliver remote learning effectively
- contacting platform providers to get help with technical issues e.g. Purple Mash, Class Dojo, Microsoft Teams, Solihull Council etc.
- helping staff with any technical issues they're experiencing
- reviewing the security of remote learning systems

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- work with an adult to complete any remote learning set if they are well enough

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 responsible for their child's engagement, behaviour and participation
- support children to log onto their emails in order to access Microsoft Teams where necessary
- be contactable during the school day – although consider they may not always be in front of a device the entire time
- help their child to complete work set by teachers
- alert teachers if they're not able to complete or access work set
- abide by the school's acceptable use agreement

2.8 Governing body

The governing body is responsible for

- monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals

- issues with setting relevant work – talk to the relevant subject lead or SENDCO

- issues with behaviour – talk to the a member of SLT, SENDCO or Family Support Worker
- issues with IT – talk to our network manager
- issues with their own workload or wellbeing – talk to a member of SLT
- concerns about data protection – talk to SLT
- concerns about safeguarding – talk to the DSL **team**

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will

- access the data on the secure cloud service Microsoft365 or a server connected to the school network – remote access??
- access the data with school provided devices, where possible, such as laptops, rather than their own personal devices
- not remove any data from the network to their own devices
- not share information or **use their own personal email or social media accounts;**

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to

- keeping devices 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
- if working on a personal device, because no school device is available, logging out completely before sharing the device among family or friends
- installing antivirus and anti-spyware software
- keeping operating systems up to date – always install the latest updates

5. Monitoring arrangements

This policy will be reviewed regularly by the SLT, the DSL and the online learning leader. Any amendments will be shared with Governors.



In order to ensure that learning is continued, irrespective of lockdown self-isolation or being forced to stay at home, Castle Bromwich Infant and Nursery School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources. If parents contact the school discussing difficulties accessing the learning, the school will work with them to try and resolve any technical / logistical barriers so they can access the same remote learning as the rest of their peers.

The plan complies with the expectations and principles outlined in the DFE document

[Guidance for Full Opening of Schools.](#)

In the Government Guidance for the full opening of schools, it states: ‘...that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.’ Our primary aim is to work with our families to support them to continue their children learning remotely. Younger children will need to work with an adult when learning remotely as independence, especially for our youngest children, is still developing. We acknowledge this will be difficult for some of our families, however we will continue to support those families and our most vulnerable children in order to access our remote learning offer.

Resources and online platforms

So that each and every child at our school has the immediate opportunity to learn remotely in the event of a school closure or long term illness each family will be able to access current and on-going online learning for phonics and maths that matches the content being taught in school for the remainder of that week. For English and/or Wider Curriculum learning, staff will plan and send out learning that will initially consolidate their understanding and then provide access to learning that would match the content being taught in class. Class Dojo will be the main communication vehicle for distributing all our remote home learning. Where available children will be given a remote/home learning exercise book, pencil and set of crayons to support them with recording their home learning. Teachers will set work in-line with our current curriculum, primarily supported by a range of resources provided by Oak National Academy, Unlocking Letters and Sounds, BBC Bitesize and Twinkl.

The Oak National Academy has been selected to support remote learning for a number of reasons. The Oak National Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also many lessons specifically aimed at children with SEND needs and requiring additional support.

For phonics teaching (matching the sounds of spoken English with individual letters or groups of letters), the ‘Unlocking Letters and Sounds for Home and School YouTube Channel’ has been designed by experts for use at home with children who are unable to attend school. Evidence shows that learning is most effective when children are taught by sticking to a particular phonics programme. As a school, we follow the Letters and Sounds Programme when teaching phonics and early reading, therefore, this platform allows children to access similar content they would be receiving if they were in school. In addition, BBC Bitesize, Phonics Play and Twinkl Live Lessons, provide further, targeted support and activities following the structure of the programme.

White Rose Hub, NCTEM (our mastery approach for teaching maths in KS1), Talk 4 Writing (our whole school approach to the teaching of writing), Purple Mash and other useful online and offline learning platforms will be utilised to support the acquisition and retention of basic core skills.

Class Dojo will remain in use as this line of communication has already proved to be invaluable. It will be our main vehicle to communicate the home learning to our families and teachers and parents will be able to message one another to share information and offer support. It will also enable us to identify and support those families who have difficulty accessing home learning, or if children do not engage with the home learning set. The Class Story page will offer the chance for teachers to celebrate children's work and maintain our school community. Use of Class Dojo will be in-line with the Class Dojo Usage Policy.

In the event of any form of isolation and loss of learning, we would encourage parents, wherever possible, to engage in home learning as it is extremely important for keeping children's learning on track. It is also the expectation that Castle Bromwich Infant and Nursery School makes that provision available and accessible to all. However, if children themselves are too ill to complete their work, then they should not be expected to engage in home learning.

In preparation for home-learning, parents and children will receive logins and passwords for the various platforms being used. These will be circulated via Class Dojo, where parents have already signed up to this platform or via email. As our home learning offer continues to develop, and more platforms become available, log ins and information will be sent to parents where necessary.

Suggested timetables

Below are suggested timetables for each year group. This is designed to give parents a suggested structure and routine for home learning to ensure children receive regular comfort breaks and opportunities to learn through play. The order of these activities and timings can be flexible to suit the learning needs our children.

Reception

	<u>Suggested Daily Activity Schedule</u> Remember, if you can, share any photos of your home learning with your child's class teacher. You might be chose for a reward in the Celebration Assembly each Friday!
Morning	<u>PE with Joe Wicks</u> - Visit YouTube.com• Search: The Body Coach TV• Hit Playlists • Watch and join in with any of the 'PE with Joe' videos to get a real workout! Alternatively, follow this link to watch them: https://www.youtube.com/c/TheBodyCoachTV/playlists
Catch your breath – get a drink and discuss the day ahead. Include your child in the decision making for the learning for the day	
Morning	<u>Phonics</u> Follow the link sent to you via Class Dojo to the sound(s) we are learning to read and say today Remember to join in and say the sounds nice and loud and you might like to practise writing the new sound(s) in your home learning book! Follow the links to the games on BBC Bitesize/Phonics Play to practice the sounds you have learnt! For BBC Bitesize; Primary resources, homework help and online games - BBC Bitesize For Phonics Play: https://www.phonicsplay.co.uk/ Click on 'Resources' and then choose a game with the phase and sound(s) to match the sound(s) you have learnt
If you can, have some outdoor relax time with a healthy snack	
Morning	<u>Maths</u> Follow the link sent to you via Class Dojo to the maths lesson for today! Remember, you can record any calculations, jottings or drawings to help you 'see' the maths in your home learning book! You might like to then show and explain your maths learning to another family member if it is safe to do so!
Lunchtime	
Take a break, get some fresh air if you can. You might like to try some Mindfulness Yoga! Simply search for Cosmic Yoga on YouTube and choose a video and join in! Alternatively follow this link to watch them: https://www.youtube.com/c/CosmicKidsYoga/playlists	
Afternoon	<u>Reading and Reflection time</u> Share a book with your child and talk to them about their learning from today Remember, you can always read the free e-books on Oxford Owl It's free to register, just follow this link: https://www.oxfordowl.co.uk/user/sign_up.html Once registered, you can find all the free e-books by following this link: https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/
Friday afternoon	Don't forget to watch the Celebration Assembly! If you've sent your home learning to your teacher, you might be chosen for a reward!

Well done! Give yourself a pat on the back! You've had a fantastic day of learning! Remember to get a good night's sleep and celebrate all the hard work you have done with your family!

Year 1 and Year 2

	<u>Suggested Daily Activity Schedule</u> Remember, if you can, share any photos of your home learning with your child's class teacher. You might be chose for a reward in the Celebration Assembly each Friday!
Morning	<u>PE with Joe Wicks</u> • Visit YouTube.com• Search: The Body Coach TV• Hit Playlists • Watch and join in with any of the 'PE with Joe' videos to get a real workout! Alternatively, follow this link to watch them: https://www.youtube.com/c/TheBodyCoachTV/playlists
Catch your breath – get a drink and discuss the day ahead. Include your child in the decision making for the learning for the day	
Morning	<u>Phonics</u> Follow the link sent to you via Class Dojo to the sound(s) we are learning to read and say today Remember to join in and say the sounds nice and loud and you might like to practise writing the new sound(s) in your home learning book! ! For BBC Bitesize; Primary resources, homework help and online games - BBC Bitesize For Phonics Play: https://www.phonicsplay.co.uk/ and log Click on 'Resources' and then choose a game with the phase and sound(s) to match the sound(s) you have learnt
If you can, have some outdoor relax time with a healthy snack	
Morning	<u>Maths</u> Follow the link sent to you via Class Dojo to the maths lesson for today! Remember, you can record any calculations, jottings or drawings to help you 'see' the maths in your home learning book! You might like to then show and explain your maths learning to another family member if it is safe to do so!
Lunchtime	
Afternoon	<u>English</u> Follow the guidance from your class teacher. If you can, print off the worksheet to complete or if not, record your work in your home learning exercise book! Remember, talking about your ideas and thoughts out loud and explaining your thoughts is a a great way of demonstrating understanding.
Take a break, get some fresh air if you can. You might like to try some Mindfulness Yoga! Simply search for Cosmic Yoga on YouTube and choose a video and join in! Alternatively follow this link to watch them: https://www.youtube.com/c/CosmicKidsYoga/playlists	
Afternoon	<u>Wider Curriculum</u> Follow the guidance from your class teacher. If you can, print off the worksheet to complete or if not, record your work in your home learning exercise book!

Afternoon	<u>Reading and Reflection time</u> Share a book with your child and talk to them about their learning from today Remember, you can always read the free e-books on Oxford Owl It's free to register, just follow this link: https://www.oxfordowl.co.uk/user/sign_up.html Once registered, you can find all the free e-books by following this link: https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/
Friday afternoon	Don't forget to watch the Celebration Assembly! If you've sent your home learning to your teacher, you might be chosen for a reward!
Well done! Give yourself a pat on the back! You've had a fantastic day of learning! Remember to get a good night's sleep and celebrate all the hard work you have done with your family!	