

Federation of Boldmere Schools

# Remote Learning Policy

## National Lockdown

### (Parents)

(This policy has been created to support home learning  
during the Covid 19 pandemic- updated January 2021)



<b>Approved by:</b>	<b>Date:</b> January 2021
<b>Last reviewed on:</b>	14.2.21
<b>Next review due by:</b>	22.4.21

# **Remote education provision during lockdown**

## **January 2021: Information for parents**

### **Aims**

This remote learning policy aims to:

- Ensure consistency, clarity and transparency in the approach to remote learning for pupils.
- Set out expectations for all members of the school community with regard to remote learning.
- Provide appropriate guidelines for data protection.

### **The remote curriculum: what is taught to pupils at home?**

- All children at Boldmere Federation have access to the learning platform Google Classroom, which is used consistently across the school.
- Google classroom allows pupils and teachers to interact. Pupils can upload or submit work and receive feedback from teaching staff. It allows teachers to assess any gaps or misconceptions in learning to identify future teaching points.
- The curriculum offered will be broad, ambitious and in line with our classroom practise.
- There are opportunities to access the full range of curriculum subjects each week and this will include practical tasks for early years.
- Pupils in the Infants, Juniors and BIB will have access to daily lessons, including Maths, English, phonics and foundation subjects.
- Pupils in Nursery will have access to daily lessons, including a story, a focus activity and a play based activity which cover all areas of learning.
- All lessons will match the teaching in the classroom at the time. This will ensure a consistent curriculum is provided to both children in school and those at home.
- Where appropriate, links to DFE recommended remote learning resources such as The National Oak Academy and BBC Bitesize, will be used.
- Clear instructions for lessons will be provided, and teachers, where they can, will use the ‘Stream’ section of Google Classroom to interact with children.
- The Junior school children (that are at home) will be asked to join a live registration daily with a member of staff. This will allow school to check-in with the children and to explain the set work and submissions for the day. If children cannot access the work set, or the live registration, please contact the school on your year group contact email.
- The remote curriculum provided will be the same as that delivered in school to critical worker groups, as far as possible.

## **How long can I expect work set by the school to take my child each day?**

- Government Guidelines (January 2021) suggest a minimum of 4 hours per day for KS2 and 3 hours per day for KS1. No guidance is given for Early Years.
- Lessons provided replicate a normal school day in both the Infant and Junior School and Resource Base (BIB). A weekly/daily timetable is available on Google Classroom to provide structure to the weeks learning.
- We are aware that every family's circumstances are different; therefore we identify specific subjects that are a priority for each day via the Stream or during live registration (Junior School).

## **Accessing remote education**

[www.classroom.google.com](https://www.classroom.google.com) is the platform used for remote education. Lessons form part of our planned and sequenced curriculum. They enable knowledge and skills to be built incrementally so that pupils can progress through our school's curriculum, as they would in normal circumstances.

As well as planned daily lessons, which ensure children receive full coverage of the National Curriculum, children also have access to the following:

Infant & Nursery school:

- Mathletics- an online platform that supports mathematics learning at home through interactive games and challenges.
- Phonics play- an online platform that supports the learning of phonics through games and challenges.

Junior School:

- Times Table Rock Stars: TT Rock Stars is a great resource for children to learn their times tables and to speed up their times table recall. All children should have their username and password to have access at home.
- Mathletics: Mathletics is a great resource for children to continue their Maths learning. They can complete the activities or compete against others around the world using a range of their maths skills. All children should have their username and password to have access at home.
- Myon.co.uk: We expect children to continue to read for pleasure using books from home and/or [www.myon.co.uk](https://www.myon.co.uk). This resource provides thousands of texts to read, some of which children can 'quiz' on as they would in school. All children should have their username and password to have access at home. Teachers may set specific texts for children to read on Myon that will enhance their knowledge linked to the curriculum. When children 'quiz' on a book they

have read, their accelerated reader account is updated to reflect this. Activities will be set on Google Classroom linked to this.

- Accelerated Reader Online: Accelerated Reader allows children to continue to quiz on their reading of books at home. Please note that not all books are available to be quizzed on. All children should have their username and password to have access at home and the link for children to use to log in is available in the children's stream on Google Classroom.
- Spelling Shed: Spelling Shed is a great resource for children to learn the spelling rules for their year group through fun activities and games. All children should have their username and password to have access at home.
- LetterJoin: All children will have a log in to access the resource. This supports children's handwriting style. Activities will be set on Google Classroom linked to this.
- Real PE: All children will have access to their Real PE account to inspire children to be active during this remote learning period. Activities will be set on Google Classroom linked to this.

#### Boldmere Inclusion Base:

- Mathletics – as above
- Times Tables Rockstars – as above
- Speech and Language activities
- Banks of videos to support sensory breaks
- A bank of phonics resources
- Physical packs of resources related to individual targets

#### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We may be able to issue the loan of laptops or tablets to pupils – please contact your year group email if you wish to be considered for this provision.
- We can provide 300GB through a sim card that supports internet connectivity.
- We can provide workbooks or remote learning packs with printed materials where parents do not have online access.

- Photographs of work can be emailed to the year group email accounts.

## **How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

- ‘Live’ registration time and morning welcome message (Junior School).
- Morning welcome message (Infant and Nursery School).
- Sequenced lessons and resources, in line with our medium term plans, uploaded to Google Classrooms.
- Some lessons will contain pre-recorded video/audio resources of school staff.
- Recorded teaching (e.g. National Oak National Academy lessons).
- Printed resource packs produced by teachers as required (e.g. workbooks, worksheets).
- Commercially available websites and apps supporting the teaching of specific subjects.

## **Engagement and feedback**

### **What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?**

We expect pupils:

- To engage with Google Classrooms daily and to submit, age related work as requested by your year group.
- To join the live meeting (Junior School) daily where possible.
- To be contactable during the school day- although consider they may not always have access to a device all day.
- Read (or listen to some reading) every day
- Junior school children, and parents/ carers of children at the Infant school can use the comments section to ask their teachers questions regarding their work.

We expect parents to:

- Do their best to support their child’s home learning given their own home circumstances, health, family and work commitments etc.
- Set routines to support children where possible. We are aware that many parents will be working from home and that work may be submitted at different times during the day.
- Make the school aware if their child is ill or otherwise unable to complete work.
- Seek help and support from the school if their child is having difficulty with home learning

- Email the year group email address (please see below) with a specific query about a lesson/ task set on Google Classroom.
- Email the year group email address (please see below) if they are having technical issues or are unable to access Google Classroom.
- Be respectful when contacting school. These are unprecedented times and school is endeavouring to provide remote learning whilst also remaining open for critical worker groups.
- Support their children in submitting completed work, for example uploading a photograph of the work.

## **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

- Teachers will check pupils' engagement with remote education daily.
- If engagement is a concern, teachers (or other staff) will contact parents/carers.

## **How will you assess my child's work and progress?**

- Teachers in charge of remote learning will provide feedback on specific lessons within the hours of 8:30am and 4:30pm.
- Feedback can take many forms and may not always mean extensive written comments for individual children.
- Teachers will provide feedback on the work that they request to be submitted.
- The focus of the feedback may be in the form of positive comments (to encourage engagement), a question or steps to improve their learning.
- Teachers may also give whole-class feedback during the live registration (Junior School).
- Quizzes will be set and marked via Google Classrooms so that teachers can retrieve knowledge and skills after lessons have been delivered, and identify any misconceptions and gaps in learning. (Junior School).

## **Additional support for pupils with particular needs**

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example, with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- For children working below age related expectation additional English and Maths learning will be available on Google Classroom.
- Individual work will be assigned to Google Classroom, which will match children's ability.
- For those working well below their year group (Junior School), we can provide workbooks for children to complete.
- Parents will be contacted by the school SENCO where we feel this is necessary.
- Differentiated resources linked to One Page Profiles/toolkits will be available.
- For children with EHCPs, on site provision or additional home learning packs will be provided to support children making progress towards their individual targets.

## **How to contact school:**

If parent/ carers have any questions or concerns about remote learning, they should email year group emails as follows:

[nursery-contact@boldmere.bham.sch.uk](mailto:nursery-contact@boldmere.bham.sch.uk)  
[reception-contact@boldmere.bham.sch.uk](mailto:reception-contact@boldmere.bham.sch.uk)  
[yr1-contact@boldmere.bham.sch.uk](mailto:yr1-contact@boldmere.bham.sch.uk)  
[yr2-contact@boldmere.bham.sch.uk](mailto:yr2-contact@boldmere.bham.sch.uk)  
[yr3-contact@boldmere.bham.sch.uk](mailto:yr3-contact@boldmere.bham.sch.uk)  
[yr4-contact@boldmere.bham.sch.uk](mailto:yr4-contact@boldmere.bham.sch.uk)  
[yr5-contact@boldmere.bham.sch.uk](mailto:yr5-contact@boldmere.bham.sch.uk)  
[yr6-contact@boldmere.bham.sch.uk](mailto:yr6-contact@boldmere.bham.sch.uk)  
[bib-contact@boldmere.bham.sch.uk](mailto:bib-contact@boldmere.bham.sch.uk)

For all other enquiries, please use the email address below:

[enquiry@boldmere.bham.sch.uk](mailto:enquiry@boldmere.bham.sch.uk)

## **The governing board is responsible for:**

- Monitoring the school's approach to providing remote learning to ensure education remains high quality.
- Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Providing support to the SLT.
- Maintaining pupil and staff wellbeing.

## **Safeguarding / Designated safeguarding leads (DSLs)**

At Boldmere Federation, the safety and wellbeing of our children and staff are a priority.

DSLs at the Infant school are Mrs. Kenny, Mrs. Mason and Mrs. Beesley

DSLs at the Junior school are Mr. Glasgow, Mrs. Welch, Mr. Hill, Mrs. Mutch and Mrs. Jones

The DSL responsibilities are identified within the school's Child Protection Policy. The Child Protection policy has been updated in response to COVID-19 and school closures.

## **5. Data protection**

### **5.1 Accessing personal data**

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

- Connect to the school network using only a school remote desktop connection
- Ensure that no personal data leaves the school premises.
- Avoid the use of a personal device that shares their personal contact details e.g. a private phone or email address.
- Use Year group email addresses to communicate with parents.
- For further information please see the schools Data Protection Policies.
- Parents should not share personal information or data on Google Classroom comments.

### **5.2 Processing personal data**

Staff members are unlikely to need to collect and/or share personal data such as emails / phone numbers as part of the remote learning system.

### **5.3 Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure.

This includes, but is not limited to:

- Keeping 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)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## **6. Monitoring arrangements**

- This policy will be reviewed following the self-isolation of any class or year group bubble, and in the light of updated Government guidance.
- Additional reviews will take place fortnightly during Federation SLT meetings.
- The Governing Body will review and approve the policy termly.

## **7. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum
- Data protection policy and privacy notices

- Home-school agreement
  - ICT and internet acceptable use policy
- Online safety policy