

Remote Education Policy



**Rawmarsh Ryecroft
Infant School**

Remote Education is where pupils cannot be physically present at school. As children cannot access school to learn, their learning will take place online or by other means. All systems are under constant review and will be adapted and developed in relation to circumstances and the needs of the children.

How Remote Education will look at Ryecroft

Learning may be made available for children using the following

- 1) The school website
- 2) Class Dojo
- 3) Remote teaching - using Zoom

Please see 'Information on Remote Learning'

A weekly 'Learning Planner' will be made available on the school website each week. This will contain activities online and suggested learning outcomes. There will also be a bank of resources linked to the planner which may be used by parents if they wish. Parents/carers are NOT required to print out sheets and recording work on paper is sufficient. Printed versions of the backs are also available.

'Live' lessons via Zoom will be taught by teaching staff with links sent to parents through Class Dojo and personal email addresses. These lessons will sit alongside the learning packs on offer with all resources required.

Class Dojo may be used to set an activity for children to complete, linked to the 'Learning Planner'. This can then be sent through their portfolio for teachers to view and comment on. Other learning and activities can be uploaded onto the Class Dojo for staff to view. This helps children to receive feedback and staff to understand levels of engagement. Teachers can also send and receive messages about learning using the message facility.

Both the Class Dojo School Story page and the school website will also contain other ideas for creative and physical activities at home. The 'Learning Planner' is set out as a suggested timetable to provide a familiar structure for children. Routine is very important but also allow time for play and remember that learning at home will not follow the same format as the school day. Children in Y2 will be provided with both live teaching and follow up activities which will equate to at least 3 hours per day. This may be less for younger children or those with specific needs.

What is expected of teachers/school?

- Teachers will provide appropriate learning for children to complete at home, matching work to abilities as much as possible. (Both in live lessons and through the resources)
- Learning and resources will be available by the Friday morning of the week before it is set for.
- Teachers will respond to work and messages **about learning** through Class Dojo.
- School will be able to answer questions and provide advice either by phone or through the school email address admin@ryecroftinfant.co.uk during school hours.
- Technology will be provided, as available, to support families with limited access

What is expected of pupils/families?

- Children should try to complete as much of the planned learning as possible. Parents may need to provide a level of age appropriate support which school is grateful for.
- Focus should be on maths, reading and writing tasks to maintain and develop these skills.
- Families will ensure all communication between home and school is appropriate and allow time for staff to respond.

Communicating with parents, carers and pupils

Although education is now having to take place remotely, it's important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, schools should:

- communicate within school hours as much as possible (9.00am - 3.15pm).
- communicate through the school channels approved by the senior leadership team i.e. 'Class Dojo' or the school 'admin' email address.
- use school email accounts (not personal ones).
- use school devices (not personal ones)

- advise teachers not to share personal information.

Safeguarding pupils and teachers online

Most children are being educated at home during the coronavirus (COVID-19) outbreak, so school leaders and teachers must adjust to remote education strategies. While this is happening, it is important that schools continue to follow safeguarding procedures. Online education at Ryecroft will follow the same principles set out in the school's staff code of conduct and expectations within the staff handbook.

School's protocol for use of Zoom is available for all families and staff teaching through Zoom will use the waiting room system to only allow invited children to join the lesson.

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it is important that schools understand how to approach safeguarding procedures online.

School will also use contact with parents and carers during this time to reinforce the importance of children staying safe online. It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use.
- school staff their child will interact with.

Schools will emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

Resources to Support Parents

These resources can support parents and carers to keep their children safe online:

[Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online.

[Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.

[Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.

[Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.

[London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.

[Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games.

[Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation.

[UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Reporting concerns

School has clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns and will constantly review arrangements to ensure they are appropriate during school closures, adding alternative arrangements as required.

Parents should follow school policies if they have any concerns about harmful or upsetting content as well as bullying and online abuse.

Harmful or upsetting content

Get support by:

- reporting harmful online content to the [UK Safer Internet Centre](#)
- getting government advice and trusted resources from [Educate Against Hate](#) on safeguarding from radicalisation, building resilience to extremism, and promoting shared values
- Bullying or abuse online

- You can:
- get advice on reporting online abuse from the National Crime Agency's [Child Exploitation and Online Protection command](#)
- get advice and support from [Anti-Bullying Alliance](#) for children who are being bullied

School may also access the free [Professionals Online Safety Helpline](#) which supports the online safeguarding of both children and professionals. Call 0344 381 4772 or email helpline@saferinternet.org.uk.

Providing pastoral care remotely

Helping parents, carers and pupils to make a weekly plan or structure that includes time for education, playing and relaxing is important to reduce stress and anxiety for families.

As set out in [Public Health England's guidance for parents and carers](#), routine can give children and young people an increased feeling of safety in the context of uncertainty.

Schools will consider if more personalised sessions could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND). This would be approved by the senior leadership team to assess any risks.

Personal data and GDPR

School will continue to follow the guidance outlined in the [data protection: toolkit for schools](#) when managing personal data and consider:

Not sharing contact details when emailing multiple people.

Not sharing usernames and other personal data for access to online resources.

Provide access to school data systems safely.

This policy is to be used within an evolving situation and may be reviewed at any time.

It should be considered along with other relevant policies.