The Federation of Boskenwyn and Germoe Schools Remote Education Plan

Statement of Intent

Within the Federation of Boskenwyn and Germoe Primary Schools we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil, small group, whole class bubble or whole school. Within our federation, we recognise the importance of maintaining high expectations in
all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

This plan aims to:

- 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.
- Ensure regular contact with all children and families is maintained.
- Safeguard the community as effectively online as in the real world.

1. Roles and responsibilities

The Governing Body is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Evaluating the effectiveness of the school's remote learning arrangements
- Attending staff Zoom meetings where appropriate, eg Curriculum governor
- keeping up to date with governor training remotely.

The Executive Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times and that relevant risk assessments are completed.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this plan.
- Reviewing the ongoing effectiveness of this plan and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Ensuring those entitled to free school meals receive their vouchers/school lunches
- Keeping up to date with DFE communications and communicating changes accordingly to staff, parents, governors
- Collating attendance data and engagement information weekly
- Monitoring Seesaw where appropriate
- Weekly (or more) communications with staff and parents for monitoring and information purposes
- Keeping the governing body up to date with new information, plans, risk assessments, staffing, finance

- 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.
- Ensuring federation compliance with all aspects of GDPR throughout the period of remote learning.

The Deputy Headteachers are responsible for:
- Facilitating access to remote learning for children as and when required.
- Conducting reviews on a regular basis of the remote learning arrangements to ensure that pupils have access to high quality resources linked to the school curriculum expectations (online or in printed format).
- Collating assessment data half termly
- Monitoring Seesaw
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Remote teaching and learning

The SENDCo is responsible for:
- Ensuring that pupils identified as vulnerable are provided with necessary information and instruction, as required.
- Ensuring that pupils with EHC plans are risk assessed and continue to have their needs met while learning remotely, and liaising with the Executive Headteacher and other organisations to make any alternate arrangements for pupils with Education Health
  Care Plans and Individual Health Care Plans
  Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period
- Contacting families who are vulnerable, have a special educational need or disability on a regular basis
- Monitoring My Concern and responding to causes for concern as they arise.
- Providing pastoral support to staff and pupils
- Providing resources and information regarding mental health and wellbeing on school websites
- Proving IEP's and speaking with parents regarding them
- Ongoing referrals to outside agencies
- Discussions with secondary schools regarding transition
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Class teachers are responsible for:
- Adhering to this plan at all times during periods of remote learning.
- Engaging with the online communication tools to facilitate remote learning as required, providing feedback on children's work as necessary.
- Facilitating meaningful and ambitious learning each day in a number of different subjects that is of equivalent length to the core teaching pupils would receive in school.
- Teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Ensure curriculum is differentiated as far is reasonably possible with support, scaffolds and extra challenge where appropriate and that all pupils in receipt of 1:1/small group intervention have the resources available to enable these programmes to continue.
- Using high quality curriculum resources or videos to support their teaching of new content. Teachers are not required to 'live stream' lessons as we are aware that the large majority of the households within the federation have shared devices.
- Considering any cost implications of remote learning set as a potential barrier to learning and eliminate these wherever possible i.e. necessity to print excessively, purchase bespoke items in order to complete learning tasks etc.
- Regularly checking work to gauge how well pupils are progressing, adjusting the pace or difficulty of what is being taught including where necessary revising materials or simplifying explanations to ensure pupils' understanding.

- Alerting parents at the earliest opportunity should work cease to be completed for children for whom they are not aware of a valid reason.
- Reporting any safeguarding incidents, causes for concern or absence from remote learning via My Concern to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this plan, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote learning to ICT Support (ICT4).
- Attending school on rota in case of emergency in the vulnerable children and critical worker bubble (non contact)
- Adhering to the Staff Code of Conduct at all times.
- Attending weekly staff meetings
- Recording live sessions for safeguarding purposes as in Zoom Charter

Learning Support Assistants are responsible for:
- Supporting learning of children on Seesaw
- Keeping up to date with training and/or INSET
- Providing teaching and learning activities as directed by the class teacher
- Attending school to provide childcare and support to vulnerable children and critical worker bubble
- Attending Zoom meeting as directed by the class teacher
- Attending weekly staff meetings

The chosen body for IT support (ICT4) are responsible for:
- Ensuring any software/ online platforms required are successfully installed and operational on any ICT equipment used for remote learning.
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.
- Support all stakeholders with technical support and assistance as required.

The Designated Safeguarding Lead is responsible for:
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT support to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with external agencies and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.
- Ensuring that a suitable risk assessment is completed for children with an allocated social worker or those subject to early help and where necessary that these children continue to access key worker provision should it be safely available.

Parents are responsible for:
- Adhering to our guidelines for remote learning.
- Ensuring their child is available to learn remotely and that the activities set are completed on time (where possible) and to the best of their child's ability and either uploaded to the required online platform or returned to school (if paper based).
- Reporting any technical issues to the school as soon as possible.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Ensuring that the work that is submitted is a true reflection of the capability of the child so that feedback and ongoing work can be tailored to the needs of the child.
- Engage with staff welfare/pastoral calls.

- Advise school (via Seesaw to teacher or via phone call to school) if child is feeling unwell and unable to complete work
- Not attempting to contact staff remotely out of usual school hours.
- Adhering to the Zoom charter rules for safeguarding purposes

Pupils are responsible for:
- Ensuring they are available to learn remotely and that their activities are completed independently or with parental support and to the best of their ability where possible.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the activities they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Continue to adhere to our 'how to stay safe online' school rules and our usual   behaviour guidelines as if in school.
- Upload work on the day it is set by the relevant member of teaching staff where possible
- Adhering to the Zoom charter rules for safeguarding purposes

2. Resources

Learning materials
The federation will facilitate a range of different teaching methods during remote learning to help explain concepts, maintain pupil interest and address misconceptions easily. For the purpose of providing remote learning, each school may make use of the following::
- Work booklets
- Email
- Current online learning portal for activities – SeeSaw
- Educational websites
- Reading tasks
- Live lessons or chats (limited)
- Pre-recorded video or audio lessons
- DFE endorsed remote education resources e.g. Oak National Academy
- Concrete materials to support learning if necessary
- Library books

The federation recognises that many parents may also be working from home and parents may struggle to assist with schoolwork for a number of reasons. Tasks will be set in such a way that for the large part children can access independently.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure that all pupils in receipt of 1:1/small group intervention have the resources available to enable these programmes to continue if possible.

Each school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

Work packs will be made available for pupils who do not have online access –arrangements will be made by the class teacher for distribution/collection.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops/iPads. For pupils who cannot access digital devices at home, the federation will, where possible, apply for technology support through the LA.

ICT4 are not responsible for providing technical support for equipment that is not owned by the school.

3. Marking and feedback

All schoolwork completed through remote learning must be:
- Uploaded to the relevant member of teaching staff or returned (if paper based) to school for the teachers attention.
- Uploaded on the day the work is set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- Reviewed and necessary feedback shared.

The school expects pupils and staff to maintain a good work ethic during the period of remote learning. School assemblies shared online will remind pupils of this.

Pupils are accountable for the completion of their own schoolwork – teachingstaff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the deputy head/head/SENCO as soon as possible.

The federation accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible. It is not the expectation that every single piece of work submitted will be formally marked. If teachers want to offer a development point, this will be at teacher discretion and based on the knowledge of the child.

4. Online safety

This section of the plan will be enacted in conjunction with the federation's e:safety policy.

All staff and pupils using 'live' video communication must:
- Only used the approved method of communication – Zoom
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Always remain aware that they are visible.
- Adhere to the Zoom charter

All staff and pupils using audio communication must:
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Always remain aware that they can be heard.

The federation will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure and encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

During the period of remote learning, the school will maintain regular contact with parents to:
- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Direct parents to useful resources to help them keep their children safe online.
- Respond to concerns raised around online content.

The federation will not be responsible for providing access to the internet away from the school premises (except for the 4G routers and mobile top ups provided by the DFE for disadvantaged families) and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

This section of the plan will be enacted in conjunction with the federation's Child Protection and Safeguarding Policy. The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning. The DSL will arrange for more regular contact to be made with vulnerable pupils, during the period of remote learning. Phone calls made to all pupils will be made using school phones where possible but if not, using the number withheld system. All contact with vulnerable pupils will be recorded on My Concern if appropriate.The DSL and Deputy DSL's will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

In the exceptional circumstances that a home visit is required all visits **must**:
- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on My Concern so that the DSL has access to notes of visit.
- Actively seek engagement with/ obtain sight of the pupil.

Families are alerted on school website/ newsletter/ school communications how to contact the DSL, their deputy, or any other relevant member of staff should they be concerned, e.g. regarding harmful or upsetting content or incidents of online bullying. The DSL and the deputy DSL will actively monitor My Concern and make contact with relevant members of staff to discuss any cause for concern. All members of staff will report any safeguarding concerns to the DSL immediately.

6. Data protection

This section of the plan will be enacted in conjunction with the school's Data Protection Policy. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

7. Health and safety

This section of the plan will be enacted in conjunction with the school's Health and Safety Policy and the necessary and relevant risk assessments.

Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning. If using electronic devices during remote learning, pupils will be encouraged to take regular screen breaks, pupils with medical conditions may require more frequent screen breaks. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the class teacher or other relevant member of staff immediately so that appropriate action can be taken.

8. School day and absence

The federation will share expectations that the school day is replicated as much as possible at home in order that the home/school experiences are aligned. Pupils who are unwell are not expected to engage in remote working until they are well enough to do so. Parents should inform school of illness as usual practice.

9. Food provision

The federation will provide the following e-vouchers for pupils who receive FSM and are not attending school. Hot meals/packed lunches will be offered to those in school where staffing allows. Where individual cases are brought to the attention of the federation, staff will signpost to additional support e.g. food banks.

10. Communication

The federation will ensure adequate channels of communication are arranged in the event of an emergency.The schools will communicate with parents via email, parent text service, Facebook closed groups and the school website about remote learning arrangements and to give updates.

The Executive Headteacher/deputy heads will communicate and discuss with staff via email and weekly Zoom meetings about any remote learning arrangements and DFE updates. Half termly governor meetings will go ahead as usual but via Zoom. Head/Chair will continue regular contact via email/telephone calls.

As much as possible, all communication with pupils and their parents will take place within the school hours only using agreed methods of communication e.g.SeeSaw, e:mail, text or telephone.
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Parents will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

The teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set via Seesaw or email.

11. Monitoring and review

Any changes to this plan will be communicated to all members of staff and other stakeholders by the Executive Headteacher.
The next scheduled review date for this plan is the Spring term 2nd Half 2021.

This plan operates in conjunction with the following school policies:

Child Protection and Safeguarding Policy
Data Protection Policy
Special Educational Needs (SEND) Policy
Behaviour Policy
Accessibility Plan
E:Safety Policy
Health and Safety Policy
Attendance Policy
ICT Acceptable Use Policy
Staff Code of Conduct
Remote Education Plan for parents
Zoom Charter
Remote Education Provision map and action plan

Written by Paula Blackburn, Executive Headteacher
Reviewed by staff, January 2021. Agreed 21.1.21
Reviewed by governors, January 2021. Agreed 21.1.21

Appendix 1 : Provision Timetable

Boskenwyn and Germoe Schools Remote Education Provision Map		
	Daily	**Weekly**
EYFS (including nursery where appropriate)	Maths activities Literacy activities: based around a story – can have a reading, phonics or writing focus. Writing Friday: Can be letter/number formation, writing cvc words, big draw, sentence modelling, phonic focus	Creative activities 1 or 2 a week Alternate with construction, funky fingers and sensory play activities, or helping at home activities. Suggested PE sessions with Joe Wicks Suggested Yoga sessions with Cosmic yoga
Key stage 1	Monday Writers Workshop (1 hour) Discovery Maths (40 mins+) Science (1 hour) Tuesday-Thursday Spelling/phonics (25 mins) Maths (35 mins+) English (35 mins+) Inquiry (1 hour) Story (5 mins) Poem (5 mins)	Music (2 x 30 mins) RE (30 mins) (every other week) Art - if not embedded in inquiry (1 hour) PE Joe Wicks (1 hour) Ourdoor adventure (1 hour)
Lower key stage 2	99 club = 20 mins Reading = 30 mins Daily exercise = 30 mins Spellings = 30 mins	Inquiry (including science, Geography, history, art/DT) = 3 hours PE = 1 hour

	Handwriting = 20 mins Class story = 5 min English = 1 hour Maths = 1 hour	Music = 1 hour Spellings = 30 mins Comprehension = 30 mins Computing = 30 mins French = 30 mins
Upper key stage 2	Maths – 1hr English – 1hr Grammar and punctuation - 30 minutes Morning challenge – 10 mins	Class story - 3 x 20 minutes Spelling – 30 minutes Comprehension – 30 minutes Music – 1hr French – 30 minutes Inquiry/RE/science (blocked) 3 x 2hr PE – 1hr Computing – 30 minutes to 1hr PSHE – 30 mins (slightly differs between schools)
Whole School		Star of the week Assembly (to be finalized) Show and Tell (to be finalized) Discussion/chat)to be finalized) PE with Mr C (Tues/Thurs) live Zoom session