



Remote Learning Education Policy

Aims

This policy aims to ensure consistency in our approach to remote learning during the Covid-19 outbreak in particular, and sets out our expectations and obligations with regards to remote learning. The policy aims to provide appropriate guidelines for the use of hard copy and electronic means of remote learning.

Background

Since September 7th 2020 all children were expected to attend school however with strict social distancing in bubbles in place. In cases where a member of a bubble shows symptoms and there is a positive test result, the bubble could be sent home after a RA has been completed with Public Health. School leaders and teachers are adjusting to remote learning strategies which may continue long-term. The school is committed to ensuring, wherever possible and reasonable, continuity in pupils' education during the extraordinary circumstances which have dictated the closure of schools with pupils required to stay at home. This policy outlines the school's approach in managing the demands of remote learning, maintaining continuity of suitable education whilst ensuring that all members of our school communities remain safe. This policy does not apply to individual students who are unwell and are unable to attend school for short periods or to pupils who take holidays out of published school term time.

Suitable provision

It will be for schools to determine what suitable educational provision for their pupils is, based upon age, aptitude, ability and any special educational needs the pupil may have. Where education is being provided remotely, schools will curate a curriculum which meets the needs of their children and takes account of the requirement for remote learning on a large scale.

Staffing

During the coronavirus outbreak, teachers remain responsible for setting work for their pupils and for providing feedback on completed work. It is acknowledged that teachers and teaching assistants may need to provide cover for other classes where colleagues are absent. Keeping teachers and pupils safe when providing remote learning is essential. Remote learning on a large scale is a new experience for both staff and pupils, so it is important that schools include suitable safeguarding procedures for remote learning.

Roles and responsibilities

Teachers

Teachers must be available between 9am and 3.30pm. If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal procedures.

Teachers are responsible for:**Setting work:**

- Creating a weekly timetable of work for their year group in liaison with year group partners. This must include subjects from across the curriculum.
- Working as a year group team to ensure the above work is planned and ready.

Providing feedback on work:

- Pupils can send any completed work to teachers via Google Classroom or by handing in on return to school.
- Teachers to respond with feedback if appropriate
- Teachers should respond to pupils on Google Classroom regularly during the hours 9.00-3.30pm.
- There is no expectation that teachers will respond out of school hours

Attending virtual meetings with staff, parents and pupils:

- If virtual meetings are arranged these must follow guidelines on good practice. Locations must be well thought out (e.g. avoid areas with background noise, nothing inappropriate in the background). Virtual meetings will be held via Google Meet only.

Designated safeguarding lead**The DSL is responsible for:**

- Maintaining contact, collating, passing on information and responding to any concerns.
- See the COVID-19 amendments to the Child Protection Policy

The SENDCO**The SENDCO is responsible for:**

- Maintaining contact with parents of SEN children particularly those with EHCP plans.

Pupils and parents**Staff can expect pupils to:**

- Be contactable during the hours of the school day 9am – 3.30pm – although they may not always be in front of a device the entire time
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents to:

- Seek help from the school if they need it

Governing board**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 systems are appropriately secure, for both data protection and safeguarding reasons

Remote Learning: "no or low tech" resources to continuing education

The school recognises that not every family and pupil will have access to online resources and we will offer a "no or low- tech" solution to parents and pupils. Send-home resource packs are a manageable, low tech solution to continuing suitable educational provision during the school closure. We will however compile resource packs to be communicated to pupils and mark and assess this work once it has been completed and submitted. Send-home resource packs should mirror as far as possible any

online tasks and activities that are available to the pupils who are able to access online learning, so that each child receives a consistent suitable education.

It is acknowledged that the manner in which children will learn skills may differ between send-home resource packs and online resources, however, it is expected that pupils should be able to learn the same skills regardless of the method of access. Send-home resources should be prepared ready for collection by parents/carers and should contain sufficient work for at least one week of activities (and preferably two weeks worth of activities) so as to avoid parents having to make several trips per week to school to collect resource packs. Appropriate social distancing measures are in place for collection. Where families are isolating and cannot leave the home due to illness or are shielding, we will endeavour to deliver the packs to pupils' homes.

Remote Learning: online generally

There is no expectation on teachers to deliver live stream or recorded teaching sessions online.

Schools have access to a wide range of online resources and may wish to use their own websites as a broadcast for resources and learning links for pupils and their families to engage with from home. The DfE has published a list of online educational resources covering various subjects and age groups that have been recommended by teachers and school leaders.

Remote Learning: support for parents and carers

We will endeavour to identify those families who have no or limited access to online learning resources. These families may be those who have no broadband or 4G internet access in the home, no suitable devices on which to access the internet in the home or who have a larger number of children of compulsory school age who are sharing a device in the home.

The school is committed to supporting schools and families to access remote learning, particularly in circumstances where school closures are likely to persist for some time and will work with parents to ensure that all pupils can access provision.

The DfE scheme, of providing devices for disadvantaged pupils, means all pupils SHOULD have access to a device to complete online learning. Parents/carers who receive a loaned device will be asked to sign up to an Acceptable and Responsible User Policy, Terms and Conditions with a Loan agreement. The Local Authority will deal with the loan of any devices.

Parents/carers will be responsible for keeping the device safe from damage and must report any damage immediately to their school.

This policy will be reviewed as part of the school's ongoing response to the Covid-19 outbreak and in circumstances where there may be a further amendment to Government policy and/or legislation in respect of continuing education provision for pupils.

At Biddick Hall Junior School, we have planned to:

- Provide a program that's of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers
- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practiced in each subject
- Provide frequent explanations of new content, delivered by a teacher or through curriculum resources and/or videos

- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and regularly check work
- Avoid an over-reliance on long-term projects or internet
- Try to avoid making significant demands for parents' help or support
- Ensure all pupils to be signed up to Google Classroom early in September if not already on it. This will be how we will assign and communicate with pupils if we have to provide remote education. All pupils will have had the opportunity to access Google Classroom and tasks set during school hours.
- Formulate a list of all pupils who cannot access Google Classroom or who do not have the technology to access online learning
- Provide an exercise book for children to work in if needed remotely
- Provide printed resources for those pupils who don't have suitable online access
- Provide access to Times Tables Rockstars ensuring that all pupils know how to log in and know their username and password.
- Provide access to Reading Plus and for children to know their username and password.
- Provide differentiated work for any pupils who are not working within their year group's curriculum

Using Google Classroom as the main platform for remote learning

We will assign lesson activities for pupils to complete each day for:

- Reading – Reading Plus
- English – practice in grammar and spelling, SPAG.com, comprehension activities , writing in different genres
- Maths – Access to White Rose Maths including home learning videos and tasks, Power Maths activities, Times Table Rockstars

A range of other tasks will be provided during the week:

- Foundation subjects – Science, History/Geography, Art, Computing, PE, RE, DT, Music

Assign work every day that consolidates existing learning: teachers use the 'Assignments' feature to create and assign a document to each child each day. Activities will focus on reviewing and revising concepts that pupils have already learned about

Set open-ended, problem-solving activities: encourage independent learning as much as possible, to prepare pupils for their assignments

Point pupils to videos and other resources to facilitate blended learning: teachers share links to learning sites such as websites that are useful

Give personalised feedback: pupils submit their work and teachers add comments. This is mostly to encourage engagement: there's no expectation that every piece of work is marked

Share messages and assignments with multiple classes to save on workload: teachers can do this in any classroom that they're an administrator for at the time of posting.

Making sure pupils are engaging with remote learning: if a pupil hasn't been active on the platform, the administrator can see this and a member of staff will phone home. They'll find out what's stopping the child from engaging and give parents technical support if needed.

Arrange Google Meets with children

Monitoring the impact of home learning

This policy will be monitored regularly to ensure that all pupils are accessing home learning and have an understanding on their return to class based learning concepts and basic skills they have learnt whilst at home. This may be carried out through questions and answers or quizzes carried out by the class teacher. Amendments will be made if and when required.