Remote Learning
Policy

October 2020

Remote Learning Policy

School Values

The school's approach to remote learning is based upon the following values:

- Love Learning: we want everyone to enjoy learning and to achieve their best
- Inclusive: we want everyone who uses our school to feel involved and included
- Supportive: we want everyone involved with our school to feel supported
- Healthy: we want our school to be a healthy place for our minds and our bodies

Statutory Requirements

The policy meets the statutory requirements for remote learning:

- Where individual pupils, groups or classes are required to self-isolate, or pupils are required to stay at home, schools must provide immediate access to remote education
- Schools must use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- Schools must give access to high quality remote education resources
- Schools must select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- Schools must provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Schools must recognise 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
- Schools must set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Schools must teach 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
- Schools must provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- Schools must gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Schools must enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Schools must plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

Blended learning

This policy aims to meet the statutory requirements for remote learning whilst remaining faithful to our school values and having due regard for the wellbeing of staff as well as of pupils and the wider school community. It recognises that periods of remote learning are likely to be of significantly shorter duration than that of the school closure, whole or partial, between March and July 2020. To meet these aims, the policy adopts a blended learning approach, where teaching is carried out through a mixture of:

- Video lessons given by class teachers
- Use of online resources
- Tasks set with written explanations
- Interactive pastoral sessions

This blended learning approach allows those children who find the work harder to be supported by the teacher through guided group sessions using video conferencing software, ensuring that they are still able to follow the same curriculum as their peers. (The small number of children with significant special needs who are do not usually follow their year groups' schemes of work will have separate learning tasks provided by the class teacher in conjunction with the child's special needs assistant.) Written tasks in English will allow higher-attaining children to work at greater depth, while additional, open-ended, investigative tasks will be set in maths lessons to provide similar opportunities.

Technology and support

The school will use Google Classroom as the platform to deliver remote learning. This allows secure communication with individual pupils, groups of pupils and whole classes in an efficient manner which is standardised across the school. Use of Google Classroom for remote learning is supported by the London Grid for Learning and by our IT contractors. Pupils and families will access resources via a dedicated email address and password, which also permits them to upload material for the teacher to view.

The school has a number of laptops and of dongles (which provide internet connectivity) to lend to families who would otherwise find it difficult to access work provided via Google Classroom. Teachers and the school's pastoral staff will provide telephone and online support to help children from vulnerable families overcome technological or other obstacles to full participation in remote learning, including contacting any families whose child(ren) are not engaging with lessons, for example by not participating in video teaching sessions or completing online maths tasks. Printed copies of materials provided online may also be collected by families from the school office, on request.

Differing contexts

The school's approach to remote learning addresses two fundamentally different situations:

1. A class, or classes, is self-isolating. No children in the class are in school.
2. An individual pupil, or group of pupils, is self-isolating. The remainder of the pupil(s)'s class is in school.

In the former case, the class teacher will usually be able to work remotely and will take responsibility for their class's remote learning. Should the teacher themselves be unwell, usual school procedures to cover staff absence will apply.

The latter case presents greater challenges as the class teacher will be occupied teaching those children who are still in school and therefore will not be able to carry out the full blended learning process outlined in the following section. Arrangements will be made to support the class teacher in provision of work for the isolating child(ren) and these are detailed at the end of this document.

The school day

The following table sets out a typical day for children whose whole class is self-isolating. Timings will vary slightly depending on lesson requirements and also on the age of the children; for example, for younger children lessons may be shorter with more breaks for rest or for physical activity.

Time	Class timetable
9.00 a.m. onwards	'Welcome to the day' video from class teacher available to view via Google Classroom. Daily sheet outlining lessons, along with accompanying resources, also available on Google Classroom.
9.00 a.m. – 10.00 a.m.	Reading tasks set by teachers, using books sent home or accessible online, or other online material set by teacher. This period allows time for those families who are dropping siblings into school to return home.
10.00 a.m. – 11.10 a.m.	English lesson - Zoom introduction: the teacher will introduce, explain and model the task which the children will be carrying out 10.00 a.m. - Selected children (often those needing additional support) remain online for a focus group Zoom 10.15 a.m. approx. - Plenary Zoom, whole class: the teacher will check on children's progress and invite some children to share their work 11.00 a.m.
11.10 a.m.	Break
11.30 a.m.	Online Maths lesson as outlined in daily sheet, typically using MyMaths, White Rose, Oak National Academy or BBC resources Mini-plenary Zoom: 'drop-in' session with the teacher for any children needing additional support with the activity 11.50 a.m.
12.30 p.m.	Lunch break
1.30 p.m. – 3.30 p.m.	Foundation subjects: independent activities covering the foundation curriculum, including creative and physical activities Zoom pastoral group: each child will take part in a weekly get-together, facilitated by the class teacher, arranged in friendship groups as far as possible 3.00 p.m.
3.30 p.m.	Home time

Marking and feedback

Remote learning packs will be sent home with all children, to be stored for use in the event that self-isolation is required. They will include an exercise book in which all written work carried out during lockdown is recorded. When children return to school, the teacher will mark the work in this book, acknowledging children's efforts and noting areas of particular strength and weakness. Assessment records will be updated accordingly and future planning adjusted to take account of any needs which have been identified.

Additionally, feedback will be given on some pieces of work during the period of isolation, for example on writing which is chosen to be shared at the end of English lessons and on some pieces of Maths learning, for example MyMaths homework, which is automatically marked and uploaded. Should a lengthy period of remote learning become necessary, for example due to national or regional school closures, regular submission of work over Google Classroom will be expected. This will be at least weekly and teachers will provide a response to each child for the work submitted.

Early Years Foundation Stage (EYFS)

The blended learning provision outlined above, with its emphasis on online lessons and a school timetable, is not age-appropriate for children in EYFS. Provision for this age group will continue to be predominantly based on daily and weekly activities, related to a topic, which parents can carry out with their children. These activities will cover all areas of the curriculum and will be supported by a video introduction to the day, filmed by the teacher, and a longer video once a week, typically of the teacher reading a story. This approach provides families with greater flexibility and minimising screen time, while still letting children 'see' their teachers on a regular basis. Parents will be asked to upload, via Google Classroom, a daily picture of their child carrying out one of the activities which the teacher has set. This allows the teacher to monitor children's engagement with the learning and to provide brief feedback and encouragement.

Remote learning for smaller groups

As noted, the scenario of individual children, or small groups, being required to self-isolate, does not allow the full remote learning provision to be delivered as the class teacher will not be available during the school day. In this case, the child will be given access to the following:

1. A resource bank on Google Classroom for their current topic.
2. Tasks set by the teacher at the start of each weekly period of isolation, based on in-class provision and drawing, where possible, on the resource bank and on:
3. Online resources, including MyMaths, White Rose Maths, TT Rockstars, Big Cats e-books, BBC Bitesize and BBC Teach, Oak National Academy.
4. A weekly telephone or Zoom check-in with the class teacher.

The class teacher will be supported in this by work by non-class based staff, including the leadership team.

Responsibility
This policy is the responsibility of:

Assistant Headteacher
Headteacher

Review
This policy will be reviewed bi-annually.
Next review date: April 22, 2021