

Remote Learning Policy

Nov. 24



Aims :

- To ensure children receive a high quality of education when it is not possible for some or all of pupils to attend school.
- To ensure consistency in the approach to remote learning for pupils who aren't in school.
- Set out expectations for all members of the school community with regards to remote learning .
- To ensure any remote learning is in line with safeguarding policies, including e-learning policy.

Use of remote learning:

- All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.
- Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.
- We will provide remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include, occasions when we decide that opening our school is either, not possible to do safely or is contradictory to government advice. Also occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue
- The school will consider providing pupils with remote education on a case-by-case basis.
- In the limited circumstances when remote learning is used, we will gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision.
- Formal arrangements will be put in place to regularly review it and identify how to reintegrate either individuals or cohorts back into school.

(See Appendix 1 for more detailed info. on covid, whole school, longer term school closures.)

STAFF

Teaching Staff will:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely.

In order to do so:

- All staff must take home or have access to a laptop or desktop in their home environment. All staff must have access to the internet, office 365, children's details and staff details.

- The website plus '365 teams' will be the learning platforms used by school. Teachers must add resources to the home learning page of the school website for parents and children to access. Live lessons will take place via 'teams'.
- Teachers must add remote learning opportunities linked to the weeks planning for phonics, writing, reading, maths and topic. The amount will depend on length of remote learning.
- In the event of a closure more than a day, (eg. covid) Teachers and TA's must have access to a range of teaching resources e.g., stories, Numicon, phonics cards, whiteboard and pen in readiness for live lessons. Staff must have access to Active learn log in's for their class.
- Where appropriate, either through email or conversation the Teacher and/ or TA will comment on work, they have had submitted to them.

CHILDREN GENERAL

For closures longer than a day.

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from Teachers.
- Alert Teachers if they're not able to complete work.
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

PARENTS GENERAL

Parents are expected to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here.
- Be respectful when making any complaints or concerns known to staff

SAFEGUARDING

- At all times staff will follow our safeguarding policy and procedures.
- Where a concern is raised about a child or family, staff will immediately inform our Designated safeguarding lead for advice.
- Where staff have already identified a child is vulnerable prior to a period of self-isolation, regular welfare phone calls will be made.
- Children at our school are taught about internet safety as part of the computing curriculum.

Appendix 1

Additional for COVID and longer length periods of remote learning

Paper learning packs will be made available for parents to collect on Fridays after 1 pm. Bubble closure - Learning packs containing 2 weeks' worth of maths, literacy and topic must be ready at any point. After

bubble closure 1, packs must then be made again in case of a further closure. pm. Individual Isolation – Resources linked to the weeks learning will be emailed to parents or paper copies sent.

In the event of a longer period of closure, Teachers will keep a register of children attending/completing phonic lessons, when 3 consecutive live lessons have been missed the teacher will contact the parents to see what school can do to support.

PREPARATION – Teachers will prepare children by accessing remote learning e.g Active Learn and the website on a regular basis so that children know how to do it at home. Staff must prepare children by regularly referring to what expectations they have of home learning.

COMMUNICATION – Staff will communicate daily with the adults in the school team (both the HT and their bubble) via text/phone/email.

Staff will communicate weekly via direct phone call to all children in the class

All personal numbers must be withheld. All email communication must be via the school website address specifically those attached to the class. E.g. class1@standhill etc.

When teaching a live lessons staff will be mindful of their environment and GDPR.

All staff will undertake take safeguarding precautions in line with safeguarding and e-safety policy.

EXPECTATIONS – It is expected that children complete 1 phonics, 1 maths, 1 literacy activity per day. In addition, some topic work should be completed during the week. It is expected that children participate in the daily live phonics and story time.

MARKING AND FEEDBACK - Teachers will contact children at least weekly to comment on work submitted and give feedback where possible. This may be via phone call or email.

LIVE LESSONS – Where possible children should use the teams link (with the support of a responsible adult) to access daily live lessons.

Suggested Timetable of live lessons –

	<i>Live phonics</i>	<i>Story time</i>
<i>Foundation 2</i>	<i>9.30</i>	<i>2.00</i>
<i>Year 1</i>	<i>10.00</i>	<i>2.30</i>
<i>Year 2</i>	<i>10.30</i>	

PARENTS

SUPPORT - We understand the great difficulties that parents/carers will have in supporting their children's learning at home. Barriers such as lack of technology, working areas, resources and time (due to own working commitments) will always impact on the children despite any resources that school can put in place. As a minimum we ask that parents can give some time daily to their child's home learning, whether it is completing a work sheet or hearing them read. In the best case scenario parents/carers will support children to access the live lessons, help complete daily tasks, hear them read and send work back to school.

Below is a suggested timetable to follow, the time of the phonics live lesson (20 minutes) will be dependent on the class teacher and will be shared via school comms. All other lessons should be 45 mins. Foundation subjects are history, geography, music, art, RE, PE and RHSE, English is to include reading.

<i>Monday</i>	<i>English</i>	<i>Phonics live lesson</i>	<i>Maths</i>	<i>Topic</i>	<i>Daily mile</i>	<i>Live story</i>
<i>Tuesday</i>	<i>English</i>	<i>Phonics live lesson</i>	<i>Maths</i>	<i>Topic</i>	<i>Daily mile</i>	<i>Live story</i>
<i>Wednesday</i>	<i>English</i>	<i>Phonics live lesson</i>	<i>Maths</i>	<i>PE</i>	<i>Daily mile</i>	<i>Live story</i>

Thursday	English	Phonics live lesson	Maths	Topic	Daily mile	Live story
Friday	English	Phonics live lesson	Maths	Topic	Daily mile	Live story

COMMUNICATION - We ask parents to use the class email address to communicate with the class teacher. Parents/carers will receive weekly phone calls from a withheld number, we ask where possible that these are answered. If parents miss a call, then they can communicate via email to arrange a suitable time for the teacher/TA to ring back.

TECHNOLOGY – We are aware that not every household has access to the technology needed for home learning. As a school we are not eligible for any additional resources, so cannot supply laptops/i-pads etc. Parents/carers will always get a paper pack of home learning and can request additional materials if internet access is not possible.

SCHOOL MEALS – individual isolation/bubble closure/whole school closure - Children entitled to an income based free school meal will receive a food parcel for each week the child is off school. Parents will be asked to ring or email school.

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Written November 2024

Next update: Nov. 2026