

Polehampton CE Infant and Junior Schools

Remote Learning Policy



Approval required by	LGB
Date approved	Spring 2024
Date for review	Spring 2027

Version	Date	Description
1	21.10.2020	New policy created.
2	Spring 2024	Updated as part of cycle.

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Introduction

At Polehampton Church of England Infant and Junior Schools, our vision is "Let your light shine" (Matthew 5:16). Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and change the world. Supported by our school values of gratitude, friendship, perseverance, forgiveness, honesty and compassion, we seek to help pupils make positive choices in all they do. We follow our Christian values to enable everyone in our school community to let their light shine.

At Polehampton Church of England Infant and Junior Schools, we "let our light shine" by having robust systems in place to allow pupils to learn and let their lights shine even if they are not able to be in school.

This policy is predominantly for lockdowns or similar school closures. However, elements may be adapted for individual pupils where needed.

Aims

This remote learning policy aims to achieve the following:

- Ensure consistency in the approach to remote learning for pupils who aren't in school. We also appreciate the different needs for children at different ages and for those with special educational needs.
- Provide clear expectations for all members of the school community with regards to deliver high quality remote learning.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff parent and pupil data remains secure.
- Ensure robust safeguarding measures continue to be in effect during periods of remote learning.
- 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.

"Let your light shine" Matthew 5:16

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To whom this policy applies

This policy applies to those who are unable to attend school for a prolonged period of time, but are well enough to access learning. Examples of this are as follows:

- Those who have had medical treatment and/or an operation and are well, but unable to attend school yet due to their vulnerability or recovery.
- Pupils isolating as a result of a COVID-19 or similar pandemic situation.

Examples of pupils for whom this policy does not apply are as follows:

- Those who are unwell with coughs, colds or other illnesses. If the child is well enough for remote learning in these instances, they should be well enough to attend school.
- Those who are on unauthorised holidays.

These examples are not an exhaustive list.

Delivery of remote learning for pupils

We are committed to ensuring all pupils continue to receive a broad and balanced curriculum and quality education when learning at home. Remote learning will be in line with the curriculum planned for the class should the child be able to attend or if we are open as normal.

The schools will use a range of strategies to support remote learning. Following our parent survey, we understand that there is a range of access to online devices and printers at home – therefore, we need a blended approach to ensure we reach all our pupils.

Our pedagogical approach to remote learning provision will include the following:

- Meaningful and challenging work is set.
- Well sequenced work with clear explanations of new content.
- Modelled examples to underpin teaching.
- Opportunities to assess progress.
- Access to technology, supported by the school where possible.
- Peer interactions to provide motivation and improve learning outcomes.
- Supporting children to work independently.
- Different approaches to remote learning to suit different subjects, the ages of the children and those who have additional learning needs.

Strategies may include the following:

- Should we be on bubble/partial/full closure (as during the COVID-19 pandemic), daily Zoom sessions to check in on the wellbeing of our pupils and to support and encourage our pupils with aspects of their learning at home. Times will be staggered in order to enable access for siblings.
 - Video calls may be utilised outside of a pandemic situation if beneficial to the child accessing remote learning.
- Pre-recorded teaching videos with associated resources/learning activities to support understanding. For individuals at home, videos will be sourced from recommended sites – for bubble/partial/full closure, the teachers will be able to record some of those lessons themselves.
- Set activities from across the curriculum, including Maths and English and at least one other foundation subject daily. Infants will also include a phonics session daily.
- Verbal and/or written feedback on a regular basis.

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How will children access their learning?

- Our online platforms where work will be set by teachers.
 - Infants – school website and Teams (from September 2024 onwards)
 - Juniors – Google Classroom / Teams (from September 2024 onwards)
- Hard copies to families who have no printers at home. Parents must request paper copies.

Frequency of sessions and learning

This will depend on the situation and the needs of the pupils, or any local or governmental directive.

Working in partnership with families

We recognise that remote learning will take place during a very unusual time and that each family is unique. We will endeavour to approach remote learning in a way which meets the needs of our pupils but provides flexibility to accommodate individual needs and circumstances. We also recognise that every parent wants their children's learning to continue, as uninterrupted as possible, so they continue to make good progress and enjoy learning.

Where possible, it is beneficial for children to **maintain a regular and predictable routine**. We would recommend that each "school day" keeps to a structure. During lockdown, we suggested various timetables and will add these to our website for your use. However, we are aware of the need for flexibility, so it might be best for families to create their own daily/weekly timetable to meet everyone's needs, taking into account the following:

- Parents working from home.
- Family sharing devices.
- The needs of different children and their age/s.
- Parents' confidence in supporting remote learning.

Roles and responsibilities

The following roles are essential to any remote learning being effective and efficient.

Parents

- Provide a structure to remote learning – we suggest a daily or weekly timetable.
- Reviewing the pupils' work together to see what support they need, in terms of devices, equipment, a quiet space, direct parent support, setting times to review with your child, etc. This is where you know your family's circumstances and your child's needs the best.
- Support your child to attend Zoom sessions, so your child is able to "see" their teacher and classmates and benefit from additional input and time to chat to others.
- Let school know if your child is sick or unable to complete the work.
- Seek help from the school if needed, following our parent code of conduct at all times.
- Let school know if your child/ren need paper copies of learning.

Pupils

Please note that our children will need support with the following:

- Work hard and try their best in every activity.
- Read every day.
- Attend the Zoom sessions (if permitted) on time, in a family room, appropriately dressed – see parent agreement for full details.
- Ask for help if they need it – our older children are able to do this directly with the teacher via our online platform; our younger children will need to do this with their parent.

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Staff

All staff are expected to ensure the following:

- Be available for work (at home or school depending on the circumstances) during their normal working days/hours.
- Follow all the guidance from our online training on video conferencing.
- Follow our safeguarding policy.
- Continue with normal duties (where possible and with necessary adjustments), under the guidance of their line manager.

In addition, teachers will ensure the following:

- Ensure all work is available for children as outlined above
- Be clear to pupils/parents when the work is due
- Be clear on how the pupils will receive feedback
- Respond to parents' and pupils' requests for support within reasonable timescales. This will be through email or by telephone where staff can work in school
- Monitor the engagement of pupils and communicate with parents if we don't receive any work or if there are concerns about understanding the process or the learning
- Keep in touch with individuals who are away from school via phone calls or Zoom if the absence is longer
- Ensure a weekly assembly is available on the website for individuals self-isolating. For bubble or larger group closures, this will increase to two per week.

Designated Safeguarding Leads (DSLs)

- The DSL is responsible for managing and dealing with all safeguarding concerns.
- For further information, please see the Safeguarding Policy and Online Safety Policy.

The SENDCo

- The SENDCo will liaise with the senior leaders, teachers and IT leads to ensure that the provision and the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring pupils with EHC Plans continue to have their needs met while learning remotely, and liaising with the SLT to make any alternative arrangements for pupils with additional needs.

The Local Governing Body

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Monitoring safeguarding, health and safety, and staff and pupil wellbeing.

Safeguarding

- We are committed to ensuring the safety and wellbeing of every child. As children might be accessing learning through the internet, we need to ensure we do everything we can to teach the children and support their parents to stay safe online.
- In line with our Online Safety Policy, children receive teaching in school about online safety. Parents have frequent signposting to useful websites for information.

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