Policy Document	
Subject	Remote Learning Policy
Approval Date: May 2022	Review Date May 2024
Signed by: Name: Role:	Written by: *S England*

Remote Learning Policy

Introduction

The temporary provisions in the Coronavirus Act 2020 expired on 24th March 2022. As a result the [Remote Education (England) Temporary Continuity (No.2) direction](#) no longer has effect.

As a result, the Department for Education released new non-statutory guidance to schools on maintaining their capabilities to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education. '[Providing remote education: guidance for schools](#)'.

The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

This non-statutory guidance is effective from 29th March 2022.

Statement of Intent

At Ashwell Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. 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 where required.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2022) 'Providing remote education: guidance for schools'
- DfE (2021) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2021) 'Keeping children safe in education'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2022) 'School attendance: guidance for schools'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Accessibility Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy
- Online Safety Policy
- Staff Code of Conduct
- Pupil Code of Conduct
- Technology Acceptable Use Agreement for Pupils
- Technology Acceptable Use Agreement for Staff

Scenarios where remote education should be provided

Attendance is mandatory for all pupils of compulsory school age. As Ashwell school, we will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

At Ashwell School, we continue to prioritise the health and wellbeing of our children and families whilst also minimising the impact on children's education.

Teachers will provide remote learning for:
- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with a broken leg or recovering from minor surgery (*pupil must be deemed well enough to be able to complete the work)
- other exceptional circumstances (to be agreed on case by case scenario by Headteacher)

Teachers will not provide remote learning for:
- children who are absent from school due to illness as their health and recovery must be prioritised
- children who are absent from school for a holiday (this is unauthorised absence)

On occasions where face to face learning impacts a large group of pupils, such as a whole class, a phase or the whole school, specific details of what remote learning will be provided will be communicated to parents.

The Headteacher will consider all requests for remote learning linked to individual absences on a case by case scenario.

Where individual cases of remote learning are agreed, there will be a personalised approach, linked to the individual case circumstances, in agreement with parents. The class teacher and parents will consider what is appropriate and manageable giving regard to the expectation that learning provided is equivalent in length to the core teaching pupils would receive in schools. *"Remote education will be provided for three hours a day on average across the cohort for Key Stage 1, with less for younger children, and four hours for Key Stage 2."*

Remote Learning will be delivered using the suite of resources and platforms developed during the COVID-19 Pandemic and details of this can be found in the appendices below.

Ashwell Primary School Remote Learning Plan

In order to ensure that learning is continued, when the specific criteria set out in the policy are met, Ashwell Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require support.

Remote Learning Expectations

In the event of any form of school emergency closure or other specified circumstances outlined in the school's policy, parents must understand that engagement in home learning is underline(expected) as outlined in the Governments Guidance. It is the expectation that Ashwell Primary School makes provision available and accessible to all. If children themselves are too ill to attend school then they should not be expected to engage in home learning.

In preparation for home-learning, parents and children need will receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):
- Google Classroom
- Google Meet
- Purple Mash
- TT Rockstars/Numbots

Software and online platforms

Teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy, White Rose Maths and BBC resources.

Children will remain in contact with their class teacher through Google Meet tutor sessions (after video lessons) and Google classroom (to share successes and communications).

Oak Academy
The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also numerous lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers will match these video lessons to our carefully planned school curriculum.

White Rose Maths
These resources will be used as they are very similar to our current maths curriculum model.

TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Google Meets will support school in offering true online learning with the opportunity for the children to communicate with their teacher through live video tutor sessions. Often this will be used so children can 'drop-in' to receive further support after accessing the Oak Academy resources.

Google Classroom will remain in use as the communication element has already proved to be invaluable. Pupils will be able to message one another to share information and offer support. The Class feed will offer the chance for teachers to celebrate children's work and maintain our school community.

Other resources
If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a home learning exercise book.

Remote Learning – What can I expect from Ashwell Primary School?

The initial response to any class / phase or school closure and individual absence, will be to provide children with home learning materials matched to the learning taking place in school from the **second day of closure / absence**.

IMPORTANT: Remote Learning will not be provided for children who are absent from school due to normal genuine illness (e.g. colds, sickness or stomach aches etc.)

• **Occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with a broken leg or recovering from minor surgery (*pupil must be deemed well enough to be able to complete the work)**   • **Other exceptional circumstances (to be agreed on case by case scenario by Headteacher)**

Continuous Home Learning and Ongoing Support	Safeguarding/SEND/Pastoral
1. When the school becomes aware of a child absence that may meet the Remote Learning criteria, the Headteacher will use the information available to make a decision. **2. If remote is deemed appropriate, the class teacher will contact parents to disucss and agree expectations** The class teacher and parents will consider what is appropriate and manageable giving regard to the expectation that learning provided is equivalent in length to the core teaching pupils would receive in schools. *"Remote education will be provided for three hours a day on average across the cohort for Key Stage 1, with less for younger children, and four hours for Key Stage 2."* **Example of a full Remote Learning Programme** **English & Maths Lessons** Using Google Classroom, the class teacher will upload (between 3pm-5pm the day before) learning activities and instructions to the pupil that are matching the curriculum content that has been or will be covered in class during the period of absence. The teacher will decide what materials are most appropriate for the individual child. If teaching input is required for core lessons, the teacher will direct the parent to a relevant BBC, Oak National Academy or White Rose taught session. **Non-core lessons (Topic tasks)** Following the lessons being covered in class that week. This may be the screens from the lesson being uploaded onto Google Classroom along with resources / worksheets (if appropriate i.e. if the resources required for the lessons are already at home). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g maps and atlases) then alternative 'topic' learning will be set on Google Classroom which may also make use of the Government's 'Oak Academy' lessons. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher on Google Classroom for marking.	If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS). If a child does not engage, the class teacher or teaching assistant will call the parents to discuss obstacles and support.

Occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government. Class / Phase / Whole School Closures	
Continuous Home Learning and Ongoing Support	**Safeguarding/SEND/Pastoral**
Communication The following day, after closure is communicated, and then at the beginning of each week, Teachers will either post a pre-recorded video on Google Classroom **or** schedule a whole class Google Meet. We invite both children and parents to view this. In this meeting the teacher will discuss the remote learning arrangements and expectations. **Virtual Support & Small group video learning** This will look different depending on the age of the children. The sessions will run throughout the hours of the usual school day in small groups and be timetabled. This will be communicated by your child's class teacher via Google Classroom. All sessions will be set up through Google Meet inside your child's Google Classroom. All children will have access to daily virtual support in small groups*: ✓ 1 x Group guided reading session per week (Led by teacher) ✓ 4 x Tutor session per week (2 x class teacher/2 x teaching assistant **or** 4 x class teacher) A weekly assembly will also be scheduled for the children to watch an assembly delivered by Mr England or Mrs Wild. This will encourage children to keep working, celebrate successes and promote a togetherness. **English & Maths lessons** Using Google Classroom, the class teacher will upload: 1 x Daily Maths lesson & activity 1 x Daily English lesson & activity It will include a learning video and activity and instructions to the pupil. Curriculum content will be matching the content that we would be delivering in school. The teacher will decide what materials are most appropriate for individual children. If teaching input is required for core lessons, the teacher will direct children to a relevant BBC, Oak National Academy or White Rose taught session and the link will be placed with the activity. We expect children to continue reading on a daily basis and record this in their reading record. This will be supported by a teacher led guided reading session each week (as they would get in school) We expect children to continue to practise their core number skills such as number bonds and timetables appropriate to their age and ability. They may use TT Rockstars to do this. **Spellings** Spellings will continue to be distributed each week as they would be in school and a range of activities are available on Google Classroom to support children learn these. We ask that parents test their children on these each week.	If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS). If a child does not engage, the class teacher or teaching assistant will call the parents to discuss obstacles and support. Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up if necessary. Where children would normally receive additional support from SEND agencies, Mrs Wild will make arrangements for those to continue via Teams as long as the agencies engage. Mrs Wild will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.

Non-core lessons (Topic tasks)
Topic work, in line with our curriculum maps will be uploaded onto Google Classroom along with resources / worksheets (if appropriate i.e. if the resources required for the lessons are already at home). If the lessons that would have been taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g maps and atlases) then alternative 'topic' learning will be set on Google Classroom which may also make use of the Government's 'Oak Academy' lessons or BBC.
 	
The overall quantity of work will be dependent on age/stage of your child. But will meet the Government's minimum requirement of:
  ✓ Key Stage 1 – 3 hours per day
  ✓ Key Stage 2 – 4 hours per day
 	
Some/all of these will need to be 'handed in' to your child's class teacher on Google Classroom for feedback and assessment purposes.
 	
1:1 support if your child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include phone calls / video chats with your child's 1:1 support. They will usually be expected to still complete the learning set on google classroom.
 	
Handing in and sharing work
Some work will be completed electronically and handed in directly within the activity on Google Classroom. Other work, such as work completed in a home learning book should be photographed and uploaded to Google Classroom within the specific activity. Teachers can then review the work completed and provide feedback. Feedback and queries can take place throughout the day using the dedicated class email address.	