



## Remote Learning Policy

“We aim for everybody to show respect and care for others, and experience high levels of success and happiness.”

### **Introduction**

The Coronavirus pandemic demonstrated that there may be occasions when our school is forced to close, or children are unable to attend. Where this is the case, we will endeavour to provide continuity of curriculum provision for our pupils remotely. We expect this learning to be of the highest possible standard. It cannot fully replicate the in-school experience, but we will do all we can to provide lessons and activities that maintain progress in learning across the full curriculum. We acknowledge that there will be challenges presented by inequality of access to resources, staff availability and parental support. Our protocols will be the same for all pupils but we will make necessary adjustments where possible to ensure that all children are included.

This policy is informed by the Trust Remote Learning Policy which can be found at: <https://web.starmat.uk/wp-content/uploads/2021/07/STAR-MAT-Remote-Learning-Policy-v2-July-2021.pdf>

Remote learning will only usually commence in exceptional circumstances and at the discretion of the Headteacher. It will not be used for individual illness absence, but will usually be part of a response to a whole-school or longer-term issue.

### **Aims**

This policy outlines the expectations of staff, pupils and parents in the event of the commencement of remote learning. It explains the systems and processes that we will use so that there is clarity of purpose. However, we acknowledge that every situation will be different and the response must be flexible in order to changing circumstances. Our remote provision is always evolving and we will try to continually reflect upon this offer and make improvements where these are deemed necessary.

### **Statutory requirements**

Schools are subject to a [remote education temporary continuity direction](#) which requires them to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.

This indicates that we should endeavour to provide a high-quality remote education when required. The remote education provided should be equivalent in length to the core teaching pupils would receive in school.

## **Guidelines**

In the event of the closure of classrooms, we will (from the day after) implement the following:

- Ensure that pupils have login details to their Google Classroom.
- Set at least activities per day for children – 1 English, 1 maths, 1 topic. These will be signposted through Google Classroom. Topic lessons should be varied so that a broad curriculum is experienced during the week.
- Provide a timetable and weekly overview (may be the same document) for children and parents so that they can see when they should be doing tasks. The timing of tasks should, wherever possible, reflect the school timetable. There will be a mixture of online digital tasks and written hard-copy written tasks so that children have a variety to learning experiences.
- Provide links to recorded collective worship so that children can access these from home.
- Links to other activities (e.g. TT Rockstars) may be signposted but these are additional rather than core curriculum, and are done at the discretion of children and parents.
- Lessons will be a mixture of recorded (including Oak Academy or Loom), 'live' demonstrations, and written instructions.
- Teachers will continue to monitor progress and achievement against curriculum expectations so that informed judgements of summative teacher assessment can be made.
- Weekly pastoral 'check-ins' with groups of pupils will be organised, in order to assess wellbeing and safeguarding.
- Interventions might be scheduled using video calls (such as short focused basic skills sessions or tutoring) or differentiated tasks accessed through a bespoke Google Classroom.

Pupils of Key Workers –

- If the school closes and staff have to provide childcare for the pupils of Key Workers, this will normally be provided by Teaching Assistants. These are not trained teachers, and their responsibilities will extend to ensuring children are kept safe, and are able to access their remote learning provision. They will support learning tasks, but are not expected to deliver these tasks.
- Those supervising should be made aware what the expectations of the task are by a call from the teacher
- Where possible, teachers and teaching assistants will negotiate to provide a standardisation of the timetable to help organisation.

## **Monitoring & evaluation**

Governors will monitor the impact of this policy through pupil and parent questionnaires, and the analysis of pupil assessment information. SLT will evaluate the impact of the policy regularly and will make amendments to the guidelines, or resourcing, where this has been identified as being beneficial.

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