



Remote Learning Policy

Geoffrey Field Junior School
September 2022

1. Aims

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if restrictions require pupils, class, cohorts (or bubbles) to remain at home.

Learning may be moved to remote learning on:

- 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 an infectious illness

This remote learning plan outlines the following:

- Explains the differences in the school's approach to remote learning based on the group size being asked to self-isolate (whole school, year group, class, small group, individual).
- Sets out expectations for learning in relation to pupils, parents and Geoffrey Field teaching staff
- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Explains how monitoring pupil engagement will be coordinated

2. Remote Learning Provision

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance

Where pupils are self-isolating to comply with government guidance or legislation around COVID-19, remote learning will be provided by the school. The provision for remote learning will be in line with government guidance.

- Learning offered remotely will follow the same planned curriculum, where possible, as the children would have received in school.
- Where this is not possible, most likely in foundation subjects, online content related broadly to the skills, knowledge or objective being learnt, will be provided.
- A minimum of 4 hours of content will be provided for pupils each day, which would be the equivalent amount of learning time that pupils would be receiving in school.
- To ensure the curriculum provided remains broad and balanced, lessons will cover breadth of foundations subjects offered at the school. Reading, writing, maths and PE will continue to be provided every day.
- Learning will be posted on Google Classroom

Whole School, Year Group or Class Self-isolating

If the whole school, an entire year group or a class bubble are self-isolating to comply with COVID-19 guidance or legislation, then the following remote learning learning provisions will apply.

- Pupils will have two live lessons per day taught by a teacher facilitated through Zoom video conferencing and lasting approximately 1 hour per lesson. The exact timings for the lessons will be provided in advance.
- Teachers will feedback and respond to pupils' work the same day as it is completed so that all can be effectively supported/challenged.
- Teachers will adapt the learning provided so it is appropriately pitched for all learners. As in the classroom, this may mean the planning and teaching of separate objectives to ensure all are suitably challenged.

Small group or individual

If a small group or individual are self-isolating to comply with COVID-19 guidance or legislation, then the following remote learning provisions will apply.

- Pupils will log into live literacy and numeracy lessons being taught in school through their Google Classroom. These lessons will last approximately 1 hour per lesson. The exact timings for the lessons will be provided in advance.
- Teachers will give feedback and respond to pupils' work, this will be done in a timely manner to check engagement and ensure the learning is suitably pitched.
- Learning will be pitched appropriately for pupils and will be adapted based on feedback.

3. Remote Learning Expectations

Remote Learning Expectations: Pupils

- Pupils are expected to attend all live lessons and complete the set work within the hours of the school day.
- Pupils are to follow the safety rules when participating in live lessons, which are shared with parents immediately following a full/partial closure. These include wearing suitable clothing for the live sessions and ensuring that good online behaviour is observed.
- Pupils are expected to be online at 9:00am every morning so that their engagement in remote learning can be acknowledged.
- Pupils are expected to give maximum effort to their learning as they would in school.
- Pupils are expected to respond to the feedback provided by their teacher and ask for help should they feel unable to complete the work set.
- Pupils should use the messaging platform on Google Classroom or ask their teacher in live lessons if they have any questions relating to their learning.

Remote Learning Expectations: Parents/carers

- Parents are expected to support the school in ensuring pupils working from home are engaged with remote learning. Should technical support be required, parents/carers should contact the school office.
- Parents/carers are also expected to follow the safety rules when their child is participating in live sessions.
- Parents/carers will monitor the learning set as Google Guardians for their child's school account. This will allow parents/carers to view work set and completed.
- Parents/carers should be contactable during the school day although they may not always be in front of the device.
- Parents/carers should contact the school office (01189375475) if they have any questions or issues with accessing remote learning.

Remote Learning Expectations: Teachers

- Teaching staff will set a minimum of four hours of work through Google Classroom each school day (with the exclusion of inset and bank/school holidays) of which approximately two hours will be taught live sessions through Zoom. The other learning set will be pupil led.
- Literacy, numeracy, reading and physical education activities will be provided every day.
- Teachers will provide regular feedback on pupils' work and make adaptations to tasks to allow all pupils to make maximum progress.
- Where a whole year group or class is isolating, teachers will be available throughout the school day for pupils to ask questions about their learning. Where an individual or small group is isolating, teacher(s) will respond to comments/questions left on their Google Classroom by the isolating child in a timely manner.
- Learning will follow the curriculum planning where possible.

- Learning will follow School Closure Work Timetable where possible so that pupils and parents can plan out their days.

Remote Learning Expectations: Teaching Assistants

- Teaching assistants will provide regular feedback on pupils work where appropriate.
- Where a whole year group or class is isolating, teaching assistants will be available throughout the school day for pupils to ask questions about their learning. Where an individual or small group is isolating, teaching assistants will respond to comments/questions left on their Google Classroom by the isolating child in a timely manner.
- During live sessions, teaching assistants will be directed by the class teacher they are working with. This could involve responding to comments, monitoring participation or reviewing learning outside of the live session.

4. The Remote Curriculum

Remote Curriculum Content

- Learning will, where possible, follow each year groups' curriculum plan so that the sequence of learning is not interrupted and can be continued smoothly once the pupils return to school.
- Skills and knowledge teaching will be sequential and build on the pupils' prior learning. Where new skills are being introduced in core subjects, virtual teaching will often be provided through video conferencing. Teachers may choose to adapt the skills taught depending on how suitable they are to be taught online.
- Cross-curricular links where possible will be made between subjects as to deepen understanding of the content being learnt
- Assessment will be used both formatively, in live sessions, and summatively to assess pupils' progress and to allow future learning to be adapted as to best suit the needs of the pupils.
- To help consolidate key learning, revision in multiple forms will be a crucial part of curriculum planning.
- Where the curriculum plans need to be adapted so it can effectively be taught remotely, online resources, such as the Oak Academy, will be used to facilitate learning.
- The timeline for the delivery of the remote learning curriculum can be found in section 7.

5. Accessing Remote Education

Remote Learning Online Providers

- All remote learning will be accessed through **Google Classroom**. The children all use this learning platform in school and will be familiar with their logins and how to use it.
- Live lessons will be taught daily and accessed through a link on their Google Classroom stream. Parents/carers using tablets will have been informed to download the application prior to commencing their child's live lesson.

Device Distribution

- We recognise that some pupils may not have suitable online access at home. Parents/carers are surveyed in September to ascertain their access to online content at home and devices allocations are prioritised based on this data. Device loans are temporary and parents/carers are asked to sign for the device once it is taken into their possession. Should the device be broken/damaged, then costs will be passed onto the parents/carers at the school's discretion.
- Should parents/carers be temporarily or permanently unable to access a stable internet connection, dongles are available through the school office on a limited basis.
- If pupils are unable to access online content due to their digital literacy, workpacks can be provided although these must be returned with the child on their return to school. If the school is closed for a prolonged period, then completed packs will be exchanged for new packs on a weekly basis. The school expect parents/carers to coordinate returning completed work to school and collecting new packs. If this is going to prove difficult, parents/carers must contact the school to discuss.

6. Pupil Engagement

It is vital that learning is not interrupted by pupils needing to self-isolate. To guarantee pupils are accessing their learning remotely on a daily basis and not missing out on the learning being offered, the school will actively encourage maximum engagement.

Whole School, Year Group or Class Self-isolating

- Engagement will be checked multiple times during the school day by the teacher and teaching assistant.
- Pupils' engagement in remote learning will be evident to their parents/carers through Google guardians, a weekly summary of work engagement sent direct to parent/carers. The school will also make use of the traditional reward systems to promote positive learning attitudes (entry to the 'Good Book', postcards homes, comments on their Google Classroom, phone calls home) that are typically used in school.
- Expectations for pupil engagement are clarified in section 2: Remote Learning Expectations.
- Should a pupil not be engaging with their learning or not meeting the expectations, then the school will contact (phone) parents/carers to remedy the situation within the same day.
- Should the situation not improve, then the matter will be passed to a member of the senior leadership team.

Small Group & Individuals

- Engagement in remote learning will be checked each day by the teacher and teaching assistant.
- Pupils' engagement in remote learning will be evident to their parents/carers through Google guardians, a weekly summary of work engagement sent direct to parent/carers.
- Expectations for pupil engagement are clarified in section 2: Remote Learning Expectations.
- Should a pupil not be engaging with their learning or not meeting the expectations, then the school will contact (phone) parents/carers to remedy the situation.
- Should the situation not improve, then the matter will be passed to a member of the senior leadership team.

7. Remote Learning Timeline

To ensure that pupils who are self-isolating and are not ill themselves have access to remote learning immediately, the school will use the following timeline to distribute remote learning to pupils.

Day	1	2	3	4
Remote Learning Provision	Pupil is informed by school or track and trace to self-isolate	Immediate Remote Learning resources	Immediate Remote Learning resources	Two hours of live lessons and Google Classroom curriculum

Immediate Remote Learning resources remove any delay in providing pupils with age appropriate learning while arrangements for live lessons are made. Remote learning resources will consist of Oak Academy foundation subject materials, linked BBC Bitesize materials, bug club reading and times table rockstars, which will all be accessible through the pupil's Google Classroom.

8. Adjustments to Remote Learning

- Where appropriate, remote lessons will be differentiated to accommodate the learning needs of all pupils; however, this may not be suitable in all subject areas.
- We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:
 - Provide online work that is adapted for their learning need
 - Use an alternative online platform that the pupil has experience in
 - Provide adapted work through a work pack. Engagement with workpacks will be reviewed on a weekly basis when the previous week's workpack is delivered back to school.
- During the first term, we realise that our year three pupils may lack the digital literacy needed to easily access work set on the Google Classroom. With this in mind, the decision may be made to provide workpacks for year three pupils for the first term depending on the teaching delivered.

9. Pupil Wellbeing

- Pupils deemed vulnerable will receive check in phone calls from a member of school staff. The frequency of these phone calls will be dependent on the pupil's circumstances. Vulnerable pupils include those with an EHCP and those known to social care.
- These phone calls will check on the child's wellbeing and ensure they are continuing their education whilst the school is closed.
- During the previous country-wide lockdown, it was recognised that many pupils will be missing the regular contact with their classmates. Should the whole school or a year group be forced to isolate, then teachers will provide structured opportunities for pupils to socialise with their classmates on a weekly basis. These have previously consisted of whole/year group assemblies, class socials, class stories, yoga, martial arts sessions and virtual school trips.

10.Safeguarding

- Our duty to safeguard pupils from harm remains an absolute priority for the school regardless of whether pupils are working in the school or at home. Our 'Child Protection Policy' covers our school approach to safeguarding our pupils.
- Where a pupil is currently being supported by social care or the school due to safeguarding concerns, we will ensure that lines of communication continue and support is still provided during the child's absence from school. The school will always make sure social workers are made aware of any child not attending school due to COVID-19 guidance/legislation is informed at the earliest opportunity.
- Where deemed necessary, the school will make distanced home visits.
- Where pupils are working online, the school will follow our 'Acceptable Use of IT and Internet' policy which details the approach of all staff when conducting remote learning.

11.Monitoring

- The policy will be reviewed in line with any government changes.
- At every review, this policy will be approved by the chair of governors or full governing body dependent on urgency.