



## Remote Learning Policy

Geoffrey Field Junior School  
October 2024

### 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 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 if they are well enough to do so as directed in our school 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.

- 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.
- 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 shared with the pupil through Google Classroom
- 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 complete the set work within the hours of the school day and, where applicable, join live lessons.
- When participating in live lessons, pupils are to wear suitable clothing and follow the same behaviour expectation that they would observe in the classroom.

- 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 teaching 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 ensure their child follows behaviour expectations.
- 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 work through Google Classroom each school day (with the exclusion of inset and bank/school holidays).
- Where possible, live learning will be facilitated for the children to join the days learning.
- Teachers will provide regular feedback on pupils' work and make adaptations to tasks to allow all pupils to make maximum progress.
- Learning will follow the curriculum planning where possible.

## **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.
- Assessment will be used to assess pupils' progress and to allow future learning to be adapted as to best suit the needs of the pupils.

## **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.

## **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. Also, pupils will be able to use the Google Classroom to discuss their learning with their peers.

## 7. 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.

## 8. Pupil Wellbeing

- The school will regularly check-in with pupils while they are remote learning. This could be through the Google Classroom or a phonecall home.
- Where pupils are remote learning for longer periods of time, the teacher will facilitate the opportunity for wellbeing activities so the pupil can stay in touch with their peers in school.

## 9. 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. 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.

## 10. 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.