



## **Remote Learning Policy**

Geoffrey Field Junior School

January 2021

### **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 local restrictions require entire cohorts (or bubbles) to remain at home.

This remote learning plan outlines the following:

- 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 Expectations**

#### **Remote Learning Expectations: Learning**

- 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, the curriculum will be adapted to content suitable for remote delivery.
- 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 live lesson will typically include direct teaching input, discussion and feedback and opportunities for teaching staff to deliver additional support to extend learning. Live lessons are subject to change given to staffing levels.
- 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 and maths will continue to be provided every day as well as physical education and a class story.
- Learning will be posted on Google Classroom, which will allow feedback to be delivered and responded to so pupils can be effectively supported/challenged.
- Teachers will adapt the learning provided on Google Classroom so it is appropriately pitched for all learners. As in the classroom, this may mean the planning and providing work that covers separate objectives to ensure all are suitably challenged.

#### **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 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, comment on the Google Classroom or in the live lessons.
- 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 are not expected to accompany their child on live lessons. However, will be contacted should their child not be adhering to the pupil learning expectations laid out above.
- Parents/carers should contact the school office (0118 9375475) 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 everyday of which, approximately two hours will be taught live sessions through Zoom. The other learning set will be pupil led.
- Literacy, numeracy, reading, a class story 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.
- Teachers will be available throughout the school day for pupils to ask questions about their learning.
- 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.
- Teachers will monitor the safety rules on live lessons and Google Classroom and respond appropriately.

#### **Remote Learning Expectations: Teaching Assistants**

- Teaching assistants will provide regular feedback on pupils work where appropriate.
- Teaching assistants will be available throughout the school day for pupils to ask questions about their learning.
- 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.
- Teacher assistants will take the registers for live lessons so that the pupils' engagement can be reviewed and responded to.

### **3. 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.

- 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.

## 4. 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 using Zoom which can be accessed through a link on their Google Classroom stream. Parents/carers using tablets and smartphones 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, then workpacks can be provided although these must be returned to the school on a weekly basis when the new workpack is collected. This will allow assessment and feedback to be delivered.

## 5. Pupil Engagement

- It is vital that learning is not interrupted by a full or partial closure. 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.
- 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 home, 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.
- Engagement will be judged through participation in live lessons and the completion of work on the Google Classroom.
- Pupils will also have the opportunity to engage in whole school and year group events: weekly Zoom socials, school assemblies, competitions, live PE sessions, etc...
- Should a pupil not be engaging with their learning or not meeting the expectations, then the school will immediately contact 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.
- If the school is unable to contact a child's parents/carers and engagement does not improve, the school may conduct a home visit or make a referral to the Education Welfare Officer.

## 6. Whole Class, Year Group or School Self Isolating

- Should the whole class, year group or school have to self-isolate or are unable to attend school due to a national lockdown, then the school will switch to remote learning within 24 hours of the school closure.

## 7. Individual or Small Group Self Isolating

- Where a small group of pupils are isolating but the majority of their peer group remain in school, remote learning will be provided through Google Classroom.
- Learning expectations will remain the same as listed above, except live lessons will not be conducted. This is due to the challenges of teaching pupils both at home and in school.

## 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, 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 workpack

## 9. Pupil Wellbeing

- Recognising that many pupils will be missing the regular contact with their classmates, teachers will provide structured opportunities for pupils to socialise with their classmates on a weekly basis.
- 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. These phone calls will check on the child and family's wellbeing and ensure they are continuing their education whilst the school is closed.
- The school's family worker, Mrs Burton, will also be offering weekly appointments offering advice and support to families during the lockdown.
- Senior leadership will also, regardless of vulnerability, contact every family during a prolonged isolation or lockdown to check on wellbeing.
- All staff continue to be responsible for safeguarding our pupils while they are learning remotely. Concerns witnessed on live lessons or online chat, will be reported through the school's normal safeguarding channels, adhering to the school's safeguarding policy.
- Should any member of wide school community have a concern regarding the safety or wellbeing of a child, then these can be reported on

## 10. Contingency Plan

- Should the school suffer staff shortages, delivery of remote learning will be adjusted in the following stages based on the severity of the shortage.
  1. Teaching staff will cover remote learning outside of year group they typically teach within
  2. Pupils will be directed to 'Live Lessons' delivered by a different teacher to normal
  3. Live lessons will be suspended and learning will be pre-recorded by teaching staff.