

Remote Learning Policy

Remote learning refers to the provision of work and teacher support in the event that normal lessons are unable to be delivered face-to-face as normal. This policy may apply when the school has had to close a bubble, the school has been asked to close, or a significant number of children within a class have been required to isolate.

The situations in which this policy may be used are inevitably highly varied and flexibility will therefore be needed in how this policy is applied. All staff at the school however remain committed to providing learning for children, within the scope of both resources and circumstance.

This Remote Learning Policy aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning

Principles

At The Blake School, we recognise that not all families have access to sufficient devices to allow all children to engage with online learning during the school day. We also recognise the value of time for children to be creative and to be away from a screen. We believe that routine is beneficial to children and will support them in the management of their work and time. We therefore encourage families to agree a routine for accessing remote learning and to try and stick to this as much as possible.

However, given the circumstances in which remote learning may be needed we understand that families will be managing the challenges in many different ways. The school therefore has no fixed expectations in relation to the work that should be completed by children and is keen to underline the importance of protecting mental health and wellbeing, ensuring adequate fresh air and exercise and pursuing children's own areas of interest.

All school staff will continue to promote reading, to all children in all year groups. Reading materials will be suggested and where necessary provided to ensure that all children are able to continue to develop their reading skills throughout any period of remote learning.

Remote learning will be provided to children using a range of methods. The learning offer will be determined by -

- Levels of staff sickness/absence
- The age of the children
- The learning being covered
- Numbers of children being educated in school

Year group learning

Children in the Reception classes will engage with Remote Learning provided via 'Tapestry'. The remote learning will include some pre-recorded phonics sessions, ideas for activities for parents/carers to undertake with their children and will broadly cover the Early Learning Goals.

Children in Years 1 – 6 have access to DoodleMaths and Doodle English. Activities and challenges will be available using both sites for children to access on a daily basis. Class teachers will ensure that the activities accessible by the children in their classes include an appropriate level of challenge, including for the most able.

A range of learning activities for the following week, for children in Years 1 – 6, will be placed on the relevant year group pages of the school website by the end of the school day on a Friday. Learning activities may include links to external sources and other remote learning providers.

Worksheets, or activities requiring some degree of 'filling in' will either be downloadable from the school website, or be available on the class pages of Microsoft Teams. Paper copies of these documents will also be available for families to collect from the school reception area as needed.

Teachers will be encouraged to provide at least two opportunities for online interaction with children each week; all such sessions will be recorded. It is anticipated that an initial session will introduce a key area of learning for the week, subsequent sessions may be as a whole class, or in small groups and be used to build on/follow up learning.

When delivering online learning teachers will be expected to maintain the same levels of professionalism that are expected of them in the classroom. Learning should be delivered against a neutral background and without providing any means of identifying other family members or personal details.

Children will be invited to share completed work with their teachers, either via email, via Teams, or as paper copies. Teachers are expected to acknowledge the receipt of such work but are not responsible for providing feedback that replicates what would be expected when the school is open and working normally. Future online learning sessions may be used to address any common misconceptions or to provide generic feedback on a specific area of learning.

In the event that children are disruptive during an online session, teachers will be expected to use a range of distraction/behaviour management techniques in order to re-engage them. If a range of strategies have been used unsuccessfully and the child continues to be disruptive, the teacher may end the session. Where a session has had to be ended prematurely, this will be followed up by the class teacher with the child's parents.

When responding individually to children's work, teachers are expected to use their school email account; they should not use a personal device to access their email account, nor use a personal email / social media account.

The role of Teaching Assistants

Teaching Assistants should be available during their normal working hours on the days they are normally required in school. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. Teaching Assistants may:

- Work in school for specific tasks as required by the Headteacher;
- Undertake remote and/or online CPD training;
- Support class teachers with the delivery of any online learning;

- Attend virtual meetings with colleagues.

Safeguarding and wellbeing

During any period of remote learning the school will continue to monitor children's wellbeing in so far as it is able to do so, given any restrictions that are imposed by legislation. The Headteacher, SENCO and Home School Key Worker will have oversight of all children who have been identified as being especially vulnerable and will deal with any concerns regarding children's wellbeing that are shared with them by class teachers.

Where teachers have any concerns regarding the safety or wellbeing of any of the children in their class they will report these, without delay, to the DSL. The school's safeguarding and child protection policy will continue to be followed.

Where appropriate staff are encouraged to make contact with parents to discuss any concerns raised. Where communication takes place via telephone the school lines should ideally be used. Where it is not possible to use the school telephone a personal device may be used, but the caller's number must be withheld.

Concerns

If parents have any concerns about the home learning that has been set, they should in the first instance contact their child's class teacher, either using the class teacher's school email address, or via the school office.

Data Protection

In line with school policy, all staff are expected to take appropriate steps to ensure that their school laptop remains secure, including but not limited to -

- Keeping their school laptop password protected
- Making sure their school laptop locks if it is left inactive for a period of time
- Not allowing other family members to use their school laptop