



## Remote Learning Policy

### **Aims of this Policy**

- Ensure consistency of approach to remote learning for pupils self-isolating
- Ensure consistency of approach to remote learning in the event of a school closure

### **Introduction**

Garstang Community Primary School is committed to providing continuity of education to its pupils through periods of disruption due to COVID-19 and we will do so through a process of remote (online) learning. This document will take in to account the various scenarios that may affect our children and staff members and how these circumstances will affect our provision.

We will provide home learning in the following circumstances:

- Where the child has been asked to self-isolate due to displaying symptoms, a household member is displaying symptoms or after being contacted by Track and Trace.
- Where the child's bubble or the whole school has been asked to close.

There is no obligation for the school to provide continuity of education to pupils who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take pupils on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

### **Expectations of Teachers during periods of Remote Learning**

#### Availability and communications

Teachers must be available between:

- 8:30 and 4:30 to Senior Leadership Team (SLT) and colleagues.
- 8:50 and 3:20 to parents and children

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, pupils and parents between the hours set out above. For those who are on part-time contracts, communication is expected within those hours but only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are Google Classroom, telephone or school email. Where a teacher is contacting a parent from their own phone, they must ensure that their number is hidden.

#### Illness

In the event a teacher is unwell during a period of remote learning they should report this using the normal absence procedure. Uploading work to Google Classroom becomes the responsibility of the SLT.

#### Activities and Feedback

- All teachers should pay due care to the nature of tasks set, so that pupils have a range of activities to complete at home and are not exclusively working on a screen.

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- Work should be uploaded in a timely manner. All work for the day should appear no later than 8 am.
- Tasks set and lessons delivered will depend on the reasons for absence, please see relevant sections below.
- Timely whole class feedback will be provided in the case of a whole class bubble or whole school closure. This is detailed on page 5.

School make it clear that the tasks set reflects an appropriate amount of work for the age of the child and no further work will be provided for individual children. Government guidelines state that 3 hours per day should be set for KS1 and 4 hours for KS2. Teachers may direct parents to further useful resources.

### Support

If teachers require support with any aspects of remote learning, they are encouraged to consult the SLT.

### **Expectations of Teaching Assistants**

When supporting remote learning, TAs must be available during their working hours on the days they work. If they are unable to work for any reason during this time, they should report this using the normal absence procedure. Support may include attending Live sessions, supporting children in a bubble or being available to answer pupil queries via Google Classroom.

### **Expectations of pupils**

Assuming that a learner is healthy and well enough to work, pupils will be expected to:

- participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting tasks promptly and to the best of their ability.
- to read and respond to communication from the school on a regular basis.

If pupils have any questions about the nature of specific tasks set, these should be directed towards the class teacher via Google Classroom.

If there are questions about a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should be directed to the head teacher via phone or email.

### Access to Technology and the Internet

The school assumes that the majority of families have internet access at home to access remote learning resources. Where this is not the case, the school will endeavour to provide paper copies of activities where possible. School also understands that some families may have limited access to technology for the number of children they have at home and have a limited number of laptops available to borrow. A user agreement will be signed in this instance. The school will make no presumption of the learner's ability to print at home.

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### **Remote Learning for Individuals or Small Groups of Pupils**

This assumes an absence has been agreed with the school. If the learner in question is healthy enough to work from home, the school will provide work for pupils who are unable to attend in person i.e. they are in self-isolation or awaiting test results.

While awaiting test results, pupils will be directed to well-known learning platforms such as Spelling Shed, Timestables Rockstars and to national initiatives such as Oak Academy/BBC Bitesize.

If the pupil is self-isolating due to a positive test (either their own or a family member's), they will be provided with lessons covering the school days they will be absent for. This will mirror what is being taught in the classroom to the best of the school's ability, and may be uploaded on a daily basis.

- These are to be completed on a daily basis.
- Each day will include a maths lesson, an English lesson and a task from another area of the curriculum.
- Access to Google Classroom will be required for instructions and helpful videos. Any issues with access to technology should be raised at the start of the period of isolation as detailed on page 3. Issues with printing will be assessed on a case by case basis.
- Children will bring completed work to school upon their return to normal lessons.

### **Remote Learning for a Class Bubble**

In the case of a positive test results for someone within a class bubble, the whole class would be asked to self-isolate for 10 days, including any staff who have worked with them.

Extensive remote learning would apply as a high proportion of pupils and teachers are healthy, and able to work as normal from home.

In this scenario, the majority of learning provided will be a continuation of the curriculum being followed in the classroom.

- Learning will be accessed via Google Classroom and will include but are not restricted to a combination of online lessons, teacher led videos, PowerPoint presentations, interactive activities and worksheet based tasks.
- Teachers will provide between one and three live sessions a day and children are expected to attend this as part of their learning. These will be clearly scheduled on Google Classroom so that children know when to attend.
- Children are expected to complete all of the daily tasks (English, maths and up to two other curriculum areas); however, where home circumstances make this difficult, children will be expected to at least complete the maths and English activities.

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- Children will be expected to digitally submit at least one piece of work per day. Timely feedback on any work handed in will be provided by the teacher on an informal, whole-class basis either through written comments or via a live teaching session. If necessary, personalised feedback may be provided via Google Classroom's private messaging system.

### **Remote learning in the event of extended school closure**

In the case of a whole school extended closure extensive remote learning would apply as detailed above for a Class Bubble.

The School will create a daily timetable of live sessions. This will be clearly communicated to parents and children via Google Classroom.

Teachers will contact pupils by phone (or private message on Google Classroom in the event that no phone contact can be made) at least once in every 4 week period of home learning not including any holiday time that may fall within the closure.

The scenarios listed above are not exhaustive and other scenarios may occur. The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure or absence and the ability of both pupils and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

### **Assessment**

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book and are clearly stated in each of the scenarios above.

### **Support for pupils with SEND, EAL and other specific learning enhancement needs**

Teachers should ensure that, where possible, children on the SEN register have access to some of the resources that they would have in school in order to meet the requirements of their Individual Education Plan (IEP) e.g. Nesy and IDL maths. Where possible, differentiated work may be set. In addition, the SENCO will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/pupils and feed back to teachers using CPOMS if required.

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### **Pastoral care during a school closure**

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, teachers (under the guidance of the SLT) should check in regularly to monitor both academic progress and their general wellbeing. Teachers will be expected to pass on feedback to SLT, particularly if there are concerns or a lack of communication.

### **Safeguarding during a school closure**

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

### **Live sessions**

Where the whole class is self-isolating or the school is on an extended closure, teachers will provide between one and three live sessions per day through Google Meet. Google Meet allows teachers and students to interact and encourages positive mental health and social interactions. It also allows for resources to be shared, teachers to provide explanations, and pupils to ask questions in 'real-time'. Pupils will be provided with details of the sessions, and will be expected to participate in them if they are asked and are able to.

In order to participate pupils are provided with a school email address to avoid any issues regarding GDPR; there will be no expectation for parents/carers or pupils to provide their own email addresses for use.

Pupil conduct and expectations are detailed on page 7

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### **Video Conferencing Lesson Pupil Agreement**

During any video calls with your teachers, it is really important that you stick to these rules:

1. An adult is available for the duration of the session.
2. You are in either your dining room, living room or kitchen and not your bedroom.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that the video conference is part of school. You must be respectful to staff and other pupils. School rules still apply!
5. You must mute yourself at the start of the lesson and only unmute yourself when you are asked a question directly by the teacher.
6. The chat facility should only be used for the purpose of the lesson, either to ask or answer a question from the teacher.
7. Stay safe online.
8. Do not record or take pictures of your teacher or classmates during your online sessions.

Student Name:	
Signed Pupil:	
Signed Parent/Carer:	
Signed Staff member:	