

Greenvale Primary School



REMOTE LEARNING POLICY

Policy Date	May 2023
Signed by Head Teacher	Mrs A Allnutt
Review Date	May 2025

AIMS

In the event of a school closure, the School is committed to providing continuity of education to its pupils and will do so through a process of remote learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of pupil and staff are healthy, and able to work as normal from home. This policy does not apply in the event of short term school closures, e.g. as a result of inclement weather, or a short term pupil absence.

Remote learning may also be appropriate in situations when pupils, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming pupils are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms.

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 child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

The school has experienced an example of an extended school closure (due to COVID-19, plans archived). The current arrangements for periods of absence can be found in the attached Appendix. This policy is under constant review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both pupils and staff to participate in remote learning, owing to widespread illness, for example.

REMOTE LEARNING FOR INDIVIDUAL STUDENTS

Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide work for the pupils who are unable to attend school in person. If this occurs for an individual pupil, the pupil's teacher will coordinate the collation of work and communication with the parent.

Teachers will supply a suitable range of tasks which will be set on the school website. Printed packs and books will also be available to be collected from the School Office 9-3pm.

If a significant number of pupils are absent from school, but the school remains open, then teaching staff will send work for pupils to complete at home.

REMOTE LEARNING IN THE EVENT OF EXTENDED SCHOOL CLOSURE

In the event of an extended school closure, the School will provide continuity of education in the following ways:

- Regular school work from teaching staff, set on the website and printed for pupils to access
- Educational websites for children to access that are relevant, free and safe will be available on the school website and continuously updated

The school recognizes that many families may not have home printers and will therefore not require the printing of material.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both pupil and staff to participate in remote learning. For shorter closures, for example, teachers may set work for submission in person once the school has reopened. For longer closures, teachers would make more use of website and email. 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.

THE SETTING OF TASKS

Tasks will be set for all pupils in Nursery, Reception and 1 to 6 to complete at home. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to, as much as possible, allow pupils to progress through schemes of work at the same pace as if they were in school. Naturally, remote learning will require pupils and teachers to take a difference approach to working through content but teachers' tasks should ensure the pace of content coverage is as close as possible to in-school teaching. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.

The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading
- Written responses to stories/books/information
- Completion of practice questions
- Suitable project based work to complement topics being taught in the Curriculum
- Practical and creative projects/tasks

PASTORAL CARE FOR EARLY YEARS TO YEAR 6 DURING A SCHOOL CLOSURE

In the event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents/carers. However, class teachers, under the guidance of the Headteacher, will continue to monitor both academic progress and the general wellbeing of their pupils by being available to support parents and address any concerns when they are in school. Staff will phone parents regularly to speak to both the parents and the child. Staff will have access to year group email correspondence.

SAFEGUARDING DURING A SCHOOL CLOSURE

In the event of a school closure, pupils, parents and staff are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and staff. In the policy, there are specifically prohibited behaviours and reporting obligations to which staff must adhere, whether they are at home, in the community or at school. Staff continue also to be governed by the Staff Code of Conduct, which encompasses many of the principles and practices set out in the Safeguarding Policy.

Any questions or concerns about Safeguarding should continue to be raised with Designated Safeguarding team, details of which can be found in our Safeguarding Policy available on our website.

Links with other policies:

- Behaviour for Learning
- Child Protection
- Data Protection and GDPR Policy
- ICT / Internet Acceptable Use
- Online Safety
- Critical Incident

Greenvale Primary School Remote Learning Plan



<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools>

“The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result the [Remote Education \(England\) Temporary Continuity \(No.2\) direction](#) no longer has effect.”

“The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.”

Greenvale Primary School already has a remote education plan in place, which was developed for times when face-to-face education has not been possible. We will continue to use our established remote education plan with which staff, pupils and parents are familiar.

“Attendance is mandatory for all pupils of compulsory school age. Greenvale Primary School will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.”

In order to ensure that learning is continued, Greenvale Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied when circumstances might include:

- ***“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.”***

“In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.”

The plan complies with the expectations and principles outlined by the DFE and has also been written in consultation with the Whole School SEND Teachers Handbook published by Nasen.

Website Learning opportunities and online platforms:

Within all plans, teachers will set appropriate work in-line with our current curriculum, supported by White Rose Maths and the National Curriculum. Teachers will ensure lessons and materials are inclusive by design.

Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for the support to continue, liaising with outside agencies and families. The SENDCO will share appropriate SEND lessons with teachers who will disseminate accordingly.

✓White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

✓Reading Eggs will be utilised to support the acquisition and retention of basic reading skills for all pupils. TTRockStars will be utilised to support the acquisition and retention of mathematics skills for children in Years 3-6.

✓School News, email and the school website will remain in use as the main sources of communication. The ‘Class Work to Share’ pages will offer the chance for teachers to celebrate children’s work and maintain our school community. Parents and teachers will be able to send and receive work and feedback via the year group email addresses.

In the event of any form of isolation and loss of learning caused by absence, parents must understand that engagement in home learning is highly recommended. Greenvale Primary School will make provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning. We are respectful of parental approaches to managing remote learning for their own child.

✓We will work in partnership with pupils and their families, taking a problem solving approach, to ensure that the disruption caused by time out of school can be minimised.

✓In preparation for remote learning at home, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them:

- Reading Eggs and TTRockStars
- Year group email addresses

✓**Strong and positive transition back into school may be needed for some pupils after a period of self-isolation or remote learning. The school will work closely with pupils and families to facilitate this.**

Remote Learning

✓The initial response to any absence will be to provide children with home learning materials alongside any required stationery items (these might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to the school website and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

One pupil in circumstances when in-person attendance is either not possible or contrary to government guidance.	
Ongoing Support	Safeguarding/SEND
<p>Using the website, the Class Teacher will prepare and SLT will share work tasks to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child. A hard copy of resources to be used will be offered to parents.</p> <p>If teaching input is required for core lessons, the parent will be directed to relevant White Rose Maths resources linked on the school website or via direct email to the parent. Non-core resources will be emailed directly to parents or sent by post.</p> <p>Work may be scanned/photographed by the parent and emailed in to the year group email address.</p>	<p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).</p> <p>If a child does not engage, the parent may call the school, and be directed to the Class teacher or a member of SLT to discuss obstacles and support. This could then be followed up by calls from Home School Link Worker if there are pastoral issues.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for the support to continue, liaising with outside agencies and families. The SENDCO will share appropriate SEND lessons with teachers who will disseminate accordingly.</p>

A group of pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

Ongoing Support

Using the website, the Class Teacher will prepare and SLT will share work tasks to allow parents to see the learning materials prior to supporting their child/ren. The teacher will decide what materials are most appropriate for each individual child. A hard copy of resources to be used will be offered to parents.

If teaching input is required for core lessons, the parents will be directed to relevant White Rose Maths resources linked on the school website or via direct email to the parents.

Work may be scanned/photographed by the parent and emailed in to the year group email address.

Safeguarding/SEND

If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).

If a child does not engage, the parent may call the school, and be directed to the Class teacher or a member of SLT to discuss obstacles and support. This could then be followed up by calls from Home School Link Worker if there are pastoral issues.

Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for the support to continue, liaising with outside agencies and families. The SENDCO will share appropriate SEND lessons with teachers who will disseminate accordingly.

A whole cohort of pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

Ongoing Support	Safeguarding/SEND
<p>Teachers and SLT will prepare a letter for parents and children for the following day. This letter will explain the remote learning arrangements and expectations.</p> <p>Using the website, the Class Teacher will prepare and SLT will upload work tasks between 3pm-5pm the day before to allow parents to see the learning materials for the week ahead, prior to supporting their child/ren. Teaching assistants will be able to support the Class teacher in identifying resources and materials most appropriate for each individual child.</p> <p>Reading for pleasure sessions led by staff will be uploaded to the website twice a week to be viewed by the children at home.</p> <p>The Class Teacher and SLT will share links to appropriate lessons from White Rose Maths lessons through the website and email. Teachers will then be accessible to children through year group email addresses or by school telephone if parents need to contact them to speak to. For non-core lessons, resources will be uploaded to the website and where possible web-links to appropriate support materials will be shared.</p> <p>Time will also be scheduled for the children to watch an assembly delivered by SLT. This will encourage children to keep working, celebrate successes and promote a togetherness. Completed work may be scanned/photographed by the parent and emailed in to the year group email addresses. In the event of teachers becoming ill, SLT will be required to ‘takeover’ the website admin with resources being identified by the other phase teachers.</p>	<p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).</p> <p>If a child does not engage, the parent may call the school, and be directed to the Class teacher or a member of SLT to discuss obstacles and support needed by the family. This could then be followed up by calls from Home School Link Worker if there are pastoral issues.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for the support to continue, liaising with outside agencies and families. The SENDCO will share appropriate SEND lessons with teachers who will disseminate accordingly.</p>