



Kesh Primary School and Community Nursery Remote Learning Policy

Ratified by Board of Governors in:

November 2024

Signed:

Chairperson of Board of Governors

Next Review:

November 2027

Signed:

Principal

Remote Learning Policy

Aims

The Remote Learning and Teaching Policy aims to:

- Ensure consistency in the approach to remote learning for all students.
- Provide clear expectations for members of the school community with regards to delivery of high quality interactive remote learning, through use of quality online resources.
- Include delivery of the school curriculum, as well as support emotional, health and well-being of students.
- To support parents as valued partners in their children's education.

The principles and qualities underpinning effective learning and teaching are fundamentally the same, irrespective of whether learning takes place remotely or in the classroom.

General Statement of Policy

Access to continuous high-quality education is the right of all our students and the provision of remote education is a key aspect of our school improvement strategy. The purpose of this policy is to provide a framework for remote learning and teaching during a school closure or a period of remote learning. It also covers the ongoing education of students who cannot be in school but are able to continue with their education when the school remains fully open. This policy has been drawn up to protect all parties: students, parents and staff, and applies to all teachers, teaching assistants and admin staff.

Definition of Remote Learning

Remote learning (or online learning) gives learners who are not in a physical location for in-person education, access to online learning materials. Remote learning provides an opportunity for students and teachers to remain connected and engaged with curriculum content while working from their homes.

Opportunities for remote learning are typically linked to emergency situations, such as Covid-19, which pose a threat to teacher and student safety. It is important to note that in remote learning environments the learner and teacher are not accustomed to having distance during instruction and this may pose a challenge to both learner and teacher.

Remote learning is not a substitute for face-to-face in-school learning. Remote learning requires significant adjustments for students and parents, and for teaching staff as well.

Resources to deliver Remote Learning and Teaching

The primary platform the school will use is Google Classroom, this will be used to support the work shared via email. Classes will have other accounts to utilise such as Accelerated Reader and Mathletics to further supplement. The work set may include links to resources such as BBC Bitesize, Corbett Maths, and others. Any resources that are recommended will be quality assured by the school to check that they complement the school's schemes of work and enable progressively sequenced learning.

Home School Partnership

Kesh Primary School and Community Nursery is committed to working in close partnership with parents and carers. It should be understood that remote learning is not a substitute for face-to-face in-school learning. Remote learning requires significant adjustments for students and parents, and for teaching staff as well. Teachers will have to take into consideration the individual context of students, e.g. parental working hours, access to ICT, Wi-Fi connection, etc. Likewise, parents should be mindful of teachers' personal responsibilities and individual context when working from home. A flexible approach is required by all concerned.

Some students may handle the challenge of learning from home well, but others may find it difficult to manage their time, motivation and engagement. Parents should have open discussions about their son/daughter's emotions and wellbeing, particularly in light of information they may be getting via social

media or friends. Parents should be sensitive to the health, wellbeing and emotional needs of their child and contact staff, as required.

- We encourage parents and carers to support their children's learning, including finding an appropriate place for their son/daughter to work at home.
- Staff will ensure that work is set appropriately.
- Should accessing any of the resources or support be an issue, parents are asked to contact the school promptly.
- The staff are aware of the importance of teacher voice and maintaining this connection with the students. To this end, teachers may use short pre-recorded audio/ video lessons with their classes.
- A benefit of pre-recorded lessons is that they can be viewed at any time and can be revisited as often as is needed by students.

Roles and Responsibilities

Teachers

Teachers will supply and assess work for all students in their classes. Even when face-to-face teaching is taking place in school, parents will still be sent resources for the lessons for students who may be required to self-isolate for a period of time. Teachers will endeavour to upload work for self-isolating students by the end of the school day.

We are mindful of the challenges of remote learning and that some subjects and activities do not lend themselves well to remote learning.

- Work will be set and emailed to parents and supported through Google Classroom.
- Teachers will not be expected to respond to parents outside the hours of 8:45am-4:30pm, their normal working day.
- Staff will endeavour to upload student work for the day ahead by 9.30am each morning.
- Teachers will provide new learning as well as reinforcement and consolidation of prior learning.
- Teachers will set tasks in accordance with existing schemes of work.
- Where appropriate, staff will use short pre-recorded audio/ video lessons with their classes.
- Feedback will be given in a number of ways, e.g. individual, whole class, written, audio/video, marks, grades, quizzes, focused and guided self-assessment, etc. All feedback given will be positive and constructive in nature.
- Staff will aim to respond to queries from parents within 24 hours after receipt of the query.

The extent to which different methods of instruction are employed will be determined by the period of time of remote learning, face-to-face teaching commitments in school and the ability of both students and staff to participate in remote learning, e.g. access to IT, illness, etc.

Parents

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure.

Each week, on Monday, work for the week will be sent via email and/or Google Classroom. Families should view this together, and then make appropriate plans to complete the work.

- Should anything be unclear in the work that is set, parents can communicate with class teachers via Google Classroom.
- They should make clear which subject the question relates to.
- Work that children complete at home should be kept safe, ideally in their exercise books, and can be brought back to school when safe to do so.
- To attempt to make use of the resources shared with them i.e. printing sheets, using relevant mathematical methods etc...
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices.
- Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

Student Engagement in Remote Learning

- Each normal school day, staff will set at least 2 activities for completion. These can be shared with your child and completed at your convenience.
- Should you be working from home, please fit these around yours and your child's schedule and do not feel pressured to complete these whilst you are working also.
- The involvement of other siblings and family members is also encouraged and can actually help to enhance a learning experience. These are for you if you find them beneficial.
- Completed work can be photographed and sent to your class teacher for feedback through Google Classroom.

Remote Learning Safety Protocols

- Remote learning is an extension of the classroom and is covered by the school Acceptable Use Policy. All principles outlined by the Acceptable Use Policy will apply to all online learning and teaching activity.
- Staff should be aware that in the interaction with young people all conventional professional teaching norms and standards apply to online learning with pupils.
- Staff should not give out any personal contact details either by email or phone.
- When contacting a parent, staff should use the school phone, if they use their own in exceptional circumstances, the number should be withheld.
- Staff should only use their school C2k email accounts when contacting a parent.
- Staff should not use social media to communicate with parents. General information for parents will be posted on the school social media platforms such as the school website, Facebook, Instagram and X and school work-related communication Google Classroom.
- Should staff have any concerns about what they see or hear online, this should be brought to the attention of the Designated Teacher for Child Protection, or a member of the Child Protection Team, in line with the school's Child Protection and Safeguarding Policy.

Child Protection

In the event of remote learning, students, parents and staff are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between students and staff. In that 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.

Any questions or concerns about safeguarding should continue to be raised with the Designated Safeguarding Team.

Data Protection

- Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their work at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- All contact details will be stored in line with the Data Protection Policy.
- Any breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or Disciplinary Policy.

Readiness for Continuity of Learning At Home

A basic checklist intended to help schools prepare for learning at home

<p>Access</p>	<p><i>Please make sure that everyone can access learning.</i></p> <ul style="list-style-type: none"> ● Do all staff have internet access and a laptop or other device? ● Do all the learners have internet access and a laptop or other device? ● Do we know who has no internet/laptop/device? Can we address this? ● Do we know who has poor internet connection? ● In this case, how are we providing alternative learning materials, feedback and opportunities to speak with staff and peers? How often?
<p>Routines</p>	<p><i>Please do not try to replicate a school timetable.</i></p> <ul style="list-style-type: none"> ● Have we made online lesson protocols clear to keep everyone safe? ● Do we expect every learner to log in every day? ● What is our minimum expectation for teacher contact with each class? ● What is our minimum expectation of teacher-led lessons per day/week?
<p>Wellbeing and engagement</p>	<p><i>Please make sure the learners have regular two-way contact with their teachers and with peers.</i></p> <ul style="list-style-type: none"> ● Do we have a simple checklist for the learners of what the school expects of them? ● Do we have a daily point of contact for the learners with a pastoral focus, eg a morning greeting from Class Teacher/Form Teacher? ● Do we have a group online conversation for learners about how they are managing, eg with as a Form Class with their teacher? ● Do Classroom Assistants assigned to learners have a daily/weekly contact routine? ● If learners are not engaging, what are our approaches to help them? ● If a teacher is ill, what contingency do we have in place?
<p>Teaching, Learning and feedback</p>	<p><i>Please make sure there is a good balance of:</i></p> <ul style="list-style-type: none"> ● teacher-led, independent and collaborative learning; ● online and off-line learning; ● ways in which to collect the learners' work, eg typed and submitted; photographed pieces of writing or art; recorded piece;

	<ul style="list-style-type: none"> ways in which to provide feedback to the learners, eg individual, whole class, verbal, written, video, marks, grades and/or annotations.
Monitoring and evaluation	<p><i>Please make sure to keep regular checks that all of the agreed approaches, routines and structures are working well for the learners, their parents/carers and staff.</i></p>
Communication with parents/carers	<p><i>Please make sure there is regular two-way contact with parents/carers.</i></p> <ul style="list-style-type: none"> Do we have a clear and straightforward checklist for parents/carers, eg ‘What you can expect from our school’? Do we have clear and accessible guidance for parents on how to help their children access and engage in their learning and stay safe online? Are our parents/carers clear on how to make contact with the right staff member if their children have any difficulties related to their wellbeing or to their learning?