



Remote Learning Policy

Author/Person Responsible	<i>Kirsty Robson</i>
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Review Group	<i>Teaching Staff</i>
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Related Policies	Behaviour policy Child protection policy Data protection policy Online safety acceptable use policy Staff code of conduct Children's code of conduct
Chair of Governor's Signature	



Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Remote Learning Policy	DATE:	04/02/21
EIA CARRIED OUT BY:	Kirsty Robson	EIA APPROVED BY:	04/02/21

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Race		X
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender identity		X
Sexual orientation		x

Any adverse impacts are explored in a Full Impact Assessment.



St Michael's Church of England Primary School, Winterbourne

Learn ~ Care ~ Enjoy

This school aims to be a learning community in which all:

- Achieve their full potential
- Are motivated to work independently and collaboratively
- Take initiative and responsibility
- Show respect and consideration for others and their environment

Rationale

Since the start of the Covid 19 Pandemic, there has been considerable disruption to children's education. We acknowledge at St Michael's Primary School that a consistent approach to remote learning across the school will help our children to continue to learn and achieve when it is not possible for them to physically attend school.

1. Aims

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as supporting families with the social and emotional needs of our children.
- Support effective communication between the school and home.

2. When will this policy come into effect?

This policy should be referred to immediately but will specifically support the following scenarios:

1. A child cannot attend school due to self-isolation or they are awaiting test results.
2. A bubble of children have to be sent home to self-isolate for 2 weeks.
3. During National Lockdown and the closure of school to most pupils

3. Who is this policy applicable to?

Any child on roll at St Michael's Primary School who cannot attend school due to self-isolation or they are awaiting test results.



Any child on roll St Michael's Primary School whose bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Any child who cannot attend school due to a national lockdown.

Any member of staff at St Michael's Primary School.

Any parents of children at St Michael's Primary School.

It will be the responsibility of the St Michael's staff to provide to quality remote learning resources for the children to access at home in the event of a bubble closure, a pupil self-isolating or a government directed national lockdown.

It will be the responsibility of the parents/carers to access the remote learning at home should their child be self-isolating or if they cannot attend school.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include the following:

- EYFS will use Tapestry to post their activities and pre-recorded videos.
- KS1 & KS2 will be using **Google Education**.
- KS1 & KS2 will be using **Google Classroom**.
- Use of **Google Meet** to deliver live lessons and regular catch ups.
- Use of high quality online resources to provide lessons for children to access at home. E.g. Oak National Academy, White Rose Maths & BBC Bitesize.
- Virtual assemblies provided by our local church.
- Communication with home via email.
- Printed learning packs (in the event that a family cannot access online resources).
- Physical materials such as paper and writing tools (if a family needs support with this).
- Loaned devices where they are available (in the event that a family does not have enough devices for their children to access home learning).
- Story time videos from the head teacher.

4.1 Remote Teaching Platform

- In the event of a bubble closure or national lockdown, the teacher will use Google's "G Suite for Education" platform. Using this platform will enable any teacher to use their [G Suite for Education](#) account to teach their class via Google Classroom. Each class created on the platform will be overseen by the school's administrative account.
- EYFS will use Tapestry as the platform for their remote learning.



4.2 Functions of Google Classroom

User Accounts

- Each child will access Google Classroom via a Google account created for them by the school admin account. Each child will have a copy of their log in details.

Uploading Work

- In the virtual classroom, children will be able to upload their own work completed at home based on the teaching via the online videos, live lessons and other resources provided by the class teachers.

Feedback on Work

- Children in KS1 and KS2 will be able to access some feedback given to them by a teacher or teaching assistant after submitting some work via their virtual classroom.

4.2 Protecting Children and Safeguarding Considerations

As children will be using electronic devices to access remote learning, it is important to ensure the necessary measures are put in place to protect children from risks associated with using online platforms. Therefore, the following measures have been put in place to minimise the risk for your children:

- User accounts for children will be created by the school which can then be used to access Google Classrooms at home. A public invitation link to join the virtual classroom will NOT be provided.
- As part of Google Classroom, there is a live newsfeed which can update everyone in the class with work being uploaded and comments on this work. Children at St Michael's Primary School will be educated on how to use this safely, kindly and constructively.
- Teachers will act swiftly where there is any mis-use of the learning platform. Both child and parents may be contacted.

4.3 Support for Using Google Classroom at Home

If any parent, carer or child needs assistance with using Google Classroom, we would first direct you to Google's guide for students:

- https://support.google.com/edu/classroom/answer/9582544?hl=en&ref_topic=6020277

Further information regarding your personal details can be found using the following link:

- https://support.google.com/edu/classroom/answer/6386395?hl=en&ref_topic=7175284

For any other support regarding the access of Google Classroom, an email can be sent to the class teacher.



5. Home and School Partnership

St Michael's Primary School is committed to working in close partnership with families and recognises each family is unique and, because of this, remote learning may look different for different families in order to suit their individual needs.

Where possible, it is beneficial for children to maintain a regular and familiar routine.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact the school as alternative solutions may be available. These will be discussed on case-by-case basis.

6. Roles and responsibilities in Certain Scenarios

As outlined in Section 2, this policy should be referred to immediately but will specifically support the following **the** scenarios:

1. **A child cannot attend school due to self-isolation or they are awaiting test results.**
2. **A bubble of children who have to be sent home to self-isolate.**
3. **We are in a National Lockdown and school is only open to the vulnerable children or the children of key workers.**

The following information is relevant for Year 1 – 6 only.

Scenario 1: A child cannot attend school due to self-isolation or they are awaiting test results.

Role of support staff in school:

- To maintain a close link to home via email or phone to ascertain a child's status and reason for being off school.
- Office staff to notify a child's teacher about their attendance.

Role of head teacher:

- To track the attendance and test results of all pupils that are unable to come into school.

Role of the Teacher	Role of the parent/carer	Role of the pupil
At the start of term teachers will upload resources and activities to be completed on Day 1 in Isolation . These can be found on Google Classroom.	Ascertain if your child is well enough to continue learning at home whilst they wait for the self-isolation period to end or whilst they wait for test results to come through.	I will share how I feel with my Mum, Dad or Carer.
From the second day, teachers will then upload activities & worksheets which are being completed in school for a child who is self-isolating.	Support your child in accessing remote learning resources through the Google Classroom.	I will participate in some remote learning by accessing the resources posted online by my teacher (if I am well enough to do so)



	Notify the school if you have any issues in accessing online resources.	
	Notify the school if you need support in providing materials for home learning such as paper or pens.	
	Notify your teacher via Google Classroom of any problems with the work itself.	

Scenario 2: A bubble of children who have to be sent home to self-isolate

Role of support staff in school:

- Teaching Assistants will, under direction of the teacher, prepare physical resources for families who do not have access to online tools.
- Teaching Assistants will support the teacher in delivering high quality remote learning.

Role of head teacher:

- Co-ordinate the remote learning approach across the school including monitoring of engagement.
- Ensure the effective monitoring of remote learning including through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Role of the Teacher	Role of the parent/carer	Role of the pupil
The teacher will prepare high quality resources and a suitable teaching sequence to ensure children's learning continues to progress when a bubble is closed. There will be one live session each day (Years 1 - 6).	Parents should support their child in accessing remote learning resources through the Google Classroom using their Google accounts .	I will access the remote learning at home and try to attend all live lessons and watch the video lessons.
There will be one video lesson each day. This may be teacher recorded or using a high quality web based resource e.g. White Rose or the Oak National Academy.	Notify the school if you have any issues in accessing online resources	I will complete as many of the activities as I can.
Teachers will also upload an independent activity. This may be a task linked to the following:	Notify the school if you need support in providing materials for	I will submit my assignments via Google classroom so that my



<ul style="list-style-type: none"> • History/Geography • Art/Design • Science • RE • PE 	home learning such as paper or pencils etc.	teacher can monitor my work and give me feedback.
Teachers will be running a Google Meet each day for the bubble that is not in school. This will be used to check in with children's wellbeing and help them with any queries they have about their learning. It will not last longer than 20 minutes.	Share any concerns or general queries to the school office email account: office@stmichaelswinterbourne.co.uk	
If a teacher is not well enough to teach remotely, live lessons will not take place. The teaching assistant will run daily Google Meet drop ins. Then children will be directed to video lessons and other resources which they can use to help them.	Contact the teacher directly via email with any questions about their child. Google Classroom can be used for questions about their child's work.	
To contact families if a child is not engaging.		

Scenario 3: We are in a National Lockdown and school is only open to the vulnerable children or the children of key workers.

Role of support staff:

- Teaching Assistants will support teachers in the transition to remote learning.
- When working from home, Teaching Assistants will support the teacher in delivering high quality remote learning.
- When in school, Teaching Assistants will be supporting the learning of children in the key worker bubbles.
- Office staff will help to facilitate the communication between parents and staff.

Role of head teacher:

- Ensure thorough risk assessment is in place
- Organising staffing rotas and the formation of key worker bubbles.
- Co-ordinating the remote learning approach across the school including monitoring of engagement.
- Monitoring the effectiveness of remote learning – such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents



- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Role of the Teacher	Role of the parent/carer	Role of the pupil
The teacher will prepare high quality resources and a suitable teaching sequence to ensure children's learning continues to progress.	Continue to monitor your child's health and ensure they are not showing any symptoms of Covid-19.	I will continue coming into school and try to keep a positive approach to my learning.
When the teacher is not teaching in school, there will be a minimum of 3 live lessons a week (Years 1 - 6).		
The teacher (or teaching assistant) will provide daily drop in sessions to allow child to have the opportunity to ask any questions about their work.	Notify the school office should you need to keep your child at home for any reason.	I will listen to my teacher via the Google Meet platform when I am in the classroom.
There will be one video lesson each day. This may be teacher recorded or using a high quality web based resource e.g. White Rose or the Oak National Academy.		I will listen to instructions given by a TA who will be in the class during the lesson.
Teachers will also upload an independent activity. This may be a task linked to the following: <ul style="list-style-type: none"> History/Geography Art/Design Science RE PE 		I will carry out my work neatly and I will behave as my teacher would normally expect.
If a teacher is not well enough to teach remotely, live lessons will not take place. The teaching assistant will run daily Google Meet drop ins. Then children will be directed to video lessons and other resources which they can use to help them.		
To contact families if a child is not engaging.		



7. Remote Learning in EYFS

Scenario 1: A child cannot attend school due to self-isolation or they are awaiting test results.

A prepared day of activities will be uploaded to tapestry for the first day of isolation.

Teachers will then upload activities & worksheets which are being completed in school for a child who is self-isolating to tapestry. These may be emailed home.

Scenario 2 & 3: A bubble of children who have to be sent home to self-isolate or we are in a National Lockdown and school is only open to the vulnerable children or the children of key workers.

The teacher will prepare high quality resources and a suitable teaching sequence to ensure children's learning continues to progress.

Two video lessons will be uploaded to tapestry daily for the children these will be maths or phonics focused.

The teacher will set up a short Google Meet session with the children three times per week.

A story will be shared once or twice a week.

Resources for independent lessons will be uploaded to tapestry.

If a teacher is not well enough to teach remotely, the teaching assistant will run the Google Meet sessions. Then children will be directed to video lessons and other resources which they can use to help them.

Teachers will contact families if a child is not engaging.

8. Links with other policies and documents

This policy should be read alongside:

- Behaviour policy
- Child protection policy
- Data protection policy
- Online safety acceptable use policy
- Staff code of conduct
- Children's code of conduct
- Remote Learning Offers