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# Great Gaddesden C of E (VA) Primary School



*'Treat others exactly as you would like to be treated yourself'. (Luke 6:31)*

## Remote Learning Policy

Date adopted: September '20

Reviewed: February '21

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## Overview

This information is intended to provide clarity and transparency to pupils, parents or carers about what to expect from remote education if/when local or National restrictions require entire cohorts (or bubbles) to remain at home.

At Great Gaddesden, we recognise the importance that a good quality remote learning provision can offer in the event of children being away from the classroom. This policy aims to provide all stakeholders with a concise, useful and purposeful overview.

## Rationale

When implementing strategies for remote learning, we consider: -

- remote teaching and learning will be different than face-to-face teaching
- different approaches to remote learning will be used to reflect the content of the learning
- approaches to remote learning will differ in order to be age appropriate
- that there is a balance of online, paper based and practical activities
- the importance of ensuring pupils receive clear teacher explanations verbally or in written format. This is especially important with new content, which is sequenced to build on previous learning
- providing activities which support growth in confidence with new material, through scaffolded practice
- ensuring opportunities for application of new knowledge or skills
- feedback on how to progress
- continuing to cover the majority of the planned broad curriculum through remote opportunities. This may include video clips and activities linked to subjects such as Science, Music , PE or Technology.

The school has identified three main scenarios for remote learning to take place: -

1. An individual child self-isolating
2. Whole bubble closure
3. Whole school closure

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## Scenario One - An individual child/family are self-isolating

If a child is required to self-isolate following Government Guidance and the school's risk assessment and policies, the pupil's school work will be emailed to the parents of the pupil, via the school office. The school will aim for this to be done on the first whole school day of absence. The work will reflect the outcomes of learning taking place in school. The work will include a range of subjects. These will include, but will not be limited to: Maths, English, Reading, Science, Humanities & R.E. This work will be looked at by the class teacher and a general comment will be shared in a timely manner.

## Scenario Two - Whole Bubble Closure

A bubble closure may be due as a result of a member of the class (child/adult) receiving a positive test result and having been in contact with peers within 48 hours of having symptoms.

Great Gaddesden is now a Google School, using Google Classroom as a teaching tool and resource. The school has invested in equipment and training and all children have individual 'logins' which are already in use.

In the event of a whole bubble closure, teaching and learning will move to the remote learning platform: *Google Classroom*.

**EYFS:** All pupils have active Google accounts, enabling them to log into Google Classroom and access the appropriate classroom. For EYFS pupils, teaching and learning will include:-

- A suggested timetable of learning activities, covering the 7 areas of learning in the Foundation Stage.
- videos of the teaching staff giving a pre-recorded phonic sessions.
- The new 'text of the week' will be available at the beginning of each week in a pre-recorded video made by the teacher.
- Google Meet sessions during the week.
- Reading book swap will be available weekly

**Years 1 to 6:** All pupils have active Google accounts, enabling them to log into Google Classroom and access the appropriate classroom. The teaching and learning will include a mixture of the following :-

- Teacher online lessons via Google classroom. These may be 'live' or using teacher pre-recorded videos.
- recorded teaching using national site (e.g Oak National Academy, BBC Bite size, MyMaths)
- Reading activities will include:- daily class novel read by teacher, teacher led small groups for book club via Google Meet, Read theory.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities
- learning may include both synchronous and asynchronous teaching. (see definitions below)
- pupils are expected to submit their work for class teacher feedback (verbal, using mote, and written)
- KS1 : teachers will plan for 3 hours of teaching and learning
- KS2 : teachers will plan for 4 hours of teaching and learning

## Scenario Three - Whole School Closure

In the event of a higher level of restrictions which results in the closure of the whole school, the teaching and learning offer will be similar to Scenario Two. The school will be mindful of the challenges that families may be facing as a result of whole school closure and will adapt their expectations and work accordingly. (e.g. siblings within a home, families of key workers, IT presents a potential barrier). The school will work with the families to find solutions to support the families in order to overcome the challenges.

**Google Meets:** EYFS will have a Google Meet at the beginning and end of the week.

Years 1 to 6 will have a Google Meet to 'meet and greet' at the beginning of each day. The teacher will lead an interactive activity and discuss the teaching and learning for the day. These will be timetabled on rotation in order to accommodate siblings, with limited devices. The attendance and engagement in these sessions will be recorded and used to monitor engagement with remote learning. These will be followed up by SLT and pastoral staff where appropriate.

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## Additional support for pupils with particular needs

We recognise that some pupils, for example, pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- regular communication
- additional resources may be made available where appropriate
- teaching and learning styles may be adapted
- expectations will be appropriate

## Monitoring

With the support of subject leaders, the Senior Leadership Team (SLT) will regularly review the quality of learning opportunities via remote learning.

Throughout a closure, teaching staff and SLT will regularly review the remote learning offer for all children in each year group, making adaptations to meet the needs of the children.

Regular feedback from parents regarding the remote learning offer, will be sought in order to adapt and respond to the needs of our families.

Please also see; <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

## Definitions

**Synchronous learning** : engaging in activities at a specific day/time, requiring everyone to be online for a specific event.

**Asynchronous learning**: engaging in activities at any time, working at their own pace. .