



Honeybourne Primary Academy

Remote Learning Policy

July 2022



Statement of Intent

Due to the ongoing pandemic, schools have needed to adapt their teaching and learning for the potential scenario of pupils and staff isolating at home or a further national lockdown where schools are closed for attendance for some or all pupils. The key principals of the remote learning program are that it is consistent and embedded across the school as part of the day-to-day routine to ensure smooth transition in the event of pupils and teachers isolating or entering lockdown restrictions; it enables pupils who are learning remotely to access teaching and learning that is in line with the school curriculum; and promotes the safety and wellbeing of pupils.

Principles of remote learning:

- remote learning provision is immediately provided to those pupils unable to attend school due to Coronavirus;
- remote learning is planned carefully and the provision is sequential;
- remote learning provides access to high quality learning resources, both online and offline;
- remote learning is tailored, in discussion with families, to their particular need – e.g. SEND;
- remote learning is still ambitious and pitched adequately to the National Curriculum expectations;
- remote learning provision will at least meet government expectations for learning time each day, in line with school-based provision;
- remote learning provides frequent and clear explanations of new content;
- regular checks and assessments of pupil's work are carried out with developmental feedback provided to ensure they make progress;
- schools will provide learning materials to enable access at home e.g. laptops, access to Wi-Fi, stationary and paper;
- regular checks that pupils are engaging with remote learning and where it is identified that they are not, action is taken immediately.

What is remote learning?

Remote learning is the provision of education where pupils and teachers are not able to be in the same physical space. Remote learning can be provided through a variety of different mediums including, but not confined to: online live lessons, prerecorded lessons and paper-based provision. It is used to ensure continued access to an appropriate education during periods where pupils are unable to attend school for face-to-face lessons.



Pupils

Remote learning will provide a continuation of learning to limit the disruption caused by a disruption to face-to-face teaching. In the case of these disruptions, this also provides a regular link to support wellbeing and feedback between teachers and peers.

Individuals or small group isolation:

Daily learning will be provided to match a normal school day wherever possible. Information will be provided with a weekly timetable and daily communications from school staff via the school's online learning platform and website. A list of additional websites to support learning will be made available on the school website Covid pages. Completed work is submitted via SeeSaw or returned to the school office in person (where appropriate and/or required) with regular assessments carried out and feedback provided by school staff.

A whole class/bubble isolation or national lockdown:

Daily learning will be provided to match a normal school day wherever possible. Information will be provided with a weekly timetable and daily communications from school staff via the school's online learning platform and website. Initial learning packs (online and/or paper based) will be provided for the first 72 hours of the lockdown/isolation period. The teaching input will then be provided through a variety of high-quality methods e.g. live teaching, pre-recorded input by school staff, online resources, video links (for example The Oaks National Academy and White Rose) and may also include paper-based materials. Direct links to online provision will be provided by the school. A list of additional websites to support learning will be made available on the school website Covid pages. Where a family cannot access online provision, the school will endeavor to arrange other methods of delivery with individual families. Completed work is submitted via SeeSaw or returned to the school office in person (where appropriate and/or required) with regular assessments carried out and feedback provided by school staff.

Parents

Parents are recognised as a key factor in providing effective and well-planned remote learning opportunities and will be part of the journey at each stage. Teachers will take steps to address any issues parents are having with learning



platforms beforehand, so that their transition to remote learning is efficient and simple. Where barriers to remote learning arise, parents have clear channels of communication with members of staff, so that these can be overcome as quickly as possible. The availability of staff to respond to questions and queries will be communicated to parents to ensure that staff workload remains manageable.

Teachers

Where required, staff who are using online delivery methods will be provided with appropriate training to ensure it is carried out effectively. Resources and support (including high quality professional development) are offered to demonstrate and share efficient practice and address any areas which may cause a complication. Remote learning is a regular part of the day-to-day routine, which means that teachers will be confident and proficient in leading the remote learning if and when the situation arises.

School Leaders

The remote learning platform gives school leaders the reassurance that pupils will have access to quality teaching and learning remotely if and when they need to begin learning from home. Leaders are able to monitor pupil engagement with remote learning and can take the appropriate steps where issues are identified. The school will ensure that leaders have access to high quality support so that effective strategies and provision are shared and implemented. Remote learning provision will be monitored to ensure it meets school expectations. The protocols are clear, detailed and well-planned, which means that the amount of disruption will be minimal and the transition to remote learning will be smooth and efficient.

Expectations for Teaching Staff

Each week, a full timetable of learning input is created to support remote learning. The guidance will be designed to build upon prior learning and further extend pupils' understanding and knowledge. This is complemented by additional resources, which are published on the school's online platforms – where pupils cannot access the online platforms, other arrangements will be made alongside families. Regular assessments will be carried out to ensure that feedback to pupils is provided and that progress is taking place.

In the event of a bubble or wider lockdown, we will initially provide an immediate learning pack which will allow time for teachers to prepare and move to an online



learning platform. The full curriculum offer will be in place within 72 hours of any national lockdown announcement.

For the remainder of the period of isolation:

- Learning provision will be provided each day for a broad and balanced curriculum.
- Regular assessments will be carried out and feedback provided to pupils.
- The lessons provided may also be linked to other online providers such as The Oaks National Academy and White Rose.
- Activities for children to carry out following input will be provided, taking into consideration pupils' circumstances and individual needs, for example younger pupils and pupils with SEND.

Expectations for Parents and Pupils

- Complete and submit work in line with the guidance provided by the school.
- Seek help and support where needed.
- Alert staff if unable to complete the work set.
- Support children to access learning and work in a comfortable space.
- Ensure you are regularly using and are familiar with the school's guidance in preparation for any lockdown or isolation period.
- Use technology provided by the school appropriately, understanding it belongs to the school and must be returned.
- Ensure school is aware of any issues relating to accessing technology.

Safeguarding

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Children have a right to feel safe and secure and cannot learn effectively unless they do so.

The procedures and protocols in place ensure a safe and welcoming remote learning experience and should be read alongside the school's Safeguarding Policy.

The expectations for staff to promote good safeguarding practice are as follows:

- School reporting routes for concerns are provided to all children, teachers, parents and carers in line with the school's Safeguarding Policy.



- E-Safety resources and practical support shared with parents and carers to respond to harmful or upsetting content and bullying or abuse online.
- Communicate and interact only within the school teaching hours.
- Communicate and interact only through the school office email address, an organised remote/online meeting or telephone conversation.
- Use the account set up with your school email address - do not use a personal email address at any time.
- Use school devices over personal devices where possible.
- Be mindful when sharing personal information.
- Telephone calls for pupils/parents/families needing extra support use the 141 caller id hiding mechanism or use a school mobile phone where available.
- GDPR has been a consideration throughout. Parents will be provided consent for the use of online communication platforms and have been made aware of how data is stored on the platform.
- The school will carry out, in addition to other communication, a weekly well-being check where members of staff will be expecting to speak to individual pupils.
- Where appropriate, we will inform relevant child protection agencies immediately in the event of specific pupils having to self-isolate.