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### **Remote Learning Policy**

#### **Intent**

To ensure that all pupils have access to the high-quality education to which they are entitled, and to minimise the disruption to that education as a result of periods of absence due to individual quarantine, localised school closure or more general lock down.

The requirement for remote learning has emerged as a direct result of the Global Covid Pandemic and is a response to that crisis. Remote Learning will only be offered as a direct result of absences due to Covid measures, and whilst there is the flexibility to allow access if remote learning is already being provided, it will not specifically be provided as a result of absences for any other reason

#### **Monitoring and Evaluation**

In line with the requirements for Remote Learning as laid out in ***Remote Education Good Practice*** (<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>), the Head Teacher holds the “overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education”.

All virtual platforms are accessible to the SLT, and the provision offered by individual teachers, within Key Stages and across the whole school is monitored and evaluated in line with the British Section’s quality assurance processes.

Staff will meet regularly through Teams – as a whole staff and in Key Stage Groups – to discuss effective remote learning pedagogies and to evaluate the impact of the teaching and learning in their context.

#### **Time Scales**

In the event of a pupil or pupils being absent from school due to illness or due to a recommended period of quarantine/isolation, remote learning will be provided by the class teacher no later than by the second day of absence.

In the event of a partial or full closure of the school, remote learning will be provided by the class teacher no later than from the second day of that closure.



## Platforms

The British Section already uses a range of age specific virtual platforms that support and nurture the learning partnership between school and home. There is significant level of organisational expertise in the use of these platforms and all relevant stakeholder possess the required level of competence for their effective use.

Remote learning will be delivered through the following established educational platforms:

EYFS – Google Classrooms and Tapestry

Year 1 to Year 6 – Google Classrooms and See Saw

## Approaches

In line with the requirements for Remote Learning as laid out in *Remote Education Good Practice* (<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>), the British Section will provide a minimum of four hours of quality learning at KS2 and three hours at KS1. In addition, **all classes will provide live teaching** to meet the learning needs of each year group.

Approaches to remote learning **will include live teaching** of whole class, identified groups and individuals, and may also involve a range of other approaches, including –

- Pre-recorded explanations, modelling or stories
- Power Point presentations with explanations
- Tasks or exercises communicated through the appropriate platforms
- Use of online sites for which the British Section hold licences, such as TT Rock Stars, Spelling Shed
- Sign posting to established online sites, such as White Rose maths or Oak National
- The provision of physical packs of work
- The provision of reading books
- The provision of packs of craft/art/modelling resources

## Expectations

### Teachers

If a pupil is absent from school due to Covid related illness or isolation, it is the responsibility of the class teacher to provide sufficient ability/age appropriate learning opportunities to maintain progress and ensure a supported transition back into setting. This must include a significant element of live learning (all core subjects as a minimum) and, where appropriate, run parallel with the class's timetable.

If there is a partial or complete closure of the British Section, it is the responsibility of the class teacher to provide the pupils under their care with as complete a learning experience as is reasonably possible. This must include a significant offer of live learning (all core subjects as a minimum), and learning opportunities should be provided regularly across the whole of the curriculum, with a focus on continuing to develop a depth of knowledge and understanding through a broad and balanced curriculum provision.

Teachers should establish and maintain robust lines of communication with families and ensure that they are available to their pupils and parents at predetermined points during the school day. Regular communication with pupils and parents is a prerequisite of effective remote learning, but teachers should establish reasonable expectations as to when, how often and for how long they are available. For example, teachers should not be expected to be available to parents in the evenings or at weekends.

A timetable of the day's learning should be published on Google Classroom no later than the evening before and teachers should ensure that families are aware of the times and subjects of each live learning session.

Resources for each lesson should be made available to families as early as possible, and no later than the day before each day's learning.

Feedback should be given frequently in line with the broader aims of the British Section policy with a focus on meaningful impact to learning and reasonable work load.

### **Pupils**

Pupils are expected to engage fully in their learning, and to apply their Character Virtues and Learning Powers at all times.

They are expected to log in to all live learning sessions on time and ready to learn. They should be dressed appropriately in school suitable clothes (not necessarily school uniform, but certainly not pyjamas or just underwear), and should be in a room and seating position that is appropriate to the activity of learning.

Pupils are expected to complete and hand in learning tasks at the agreed time, neatly presented and completed to the best of their ability.

### **Parents**

Parents are expected to support their child(ren) in their learning by providing nurturing conditions that are conducive to that aim.

The level of parental support required by each child will be dependent on many factors, but parents are expected to remain in the room at all times during a live learning session. Pupils are not to be left unsupervised during these periods and it is a parental responsibility to supervise children during these sessions. Younger children in particular will require significant levels of parental involvement to be able to access live learning sessions appropriately.

Parents are expected to establish and maintain communication with the class teacher and, where appropriate, the school's Leadership Team. Parents should have a reasonable expectation as to when teachers are available and should not expect availability in the evenings or at the weekend.

### **Learning Support Assistants and Key Workers**

LSAs and Key Workers are expected to support teachers in providing pupils with as complete a learning experience as is reasonably possible. This may include supervising individual or small group live sessions; providing written or verbal feedback; setting tasks or making assessments; and leading interventions to support children with identified SEND challenges.

### **Senior Leadership Team**

In line with the requirements for Remote Learning as laid out in *Remote Education Good Practice* (<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>), the Head Teacher holds the "overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education".

The Senior Leadership Team is expected to support all other stakeholders in the delivery of a successful and highly effective remote learning programme. This may include, but is not restricted to, communicating with families; delivering resources, monitoring and evaluating the curriculum offer through the British Section's established quality assurance processes;

ensuring effective provision including SEND and EAL; acting on Safeguarding concerns; and acting to establish sensible workload levels and promote staff well-being.

### **Safeguarding**

Please read the Remote Learning Safeguarding advice that is a supplement to this policy.

All Safeguarding concerns must be actioned as per the British Section's ***Child Protection and Safeguarding Policy***, reported to the DSL and recorded using the MyConcern software.