



Remote Learning Policy

1. WE ARE COMMITTED TO:

- 1.1.** Using a curriculum sequence that allows access to high-quality online and offline resources which are linked to the school's learning expectations.
- 1.2.** Giving all pupils access to high quality remote education resources.
- 1.3.** Selecting the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback.
- 1.4.** Setting rigorous work so that pupils have meaningful and ambitious content each day in their lessons.
- 1.5.** Teaching through a progression model, so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each area.
- 1.6.** Providing frequent, clear explanations of new content to avoid misconceptions, delivered by a teacher in the school or through high-quality remote pathways such as Microsoft Teams or Zoom.
- 1.7.** Gauging how well pupils are progressing through the curriculum, with a focus on what they can remember and do more off.
- 1.8.** Using suitable tasks which teachers can provide feedback on to close gaps and inform future learning.
- 1.9.** Planning a programme that is of equivalent length to the teaching pupils would experience whilst in school.

2. THIS POLICY AIMS TO:

- 2.1.** Ensure consistency in the approach to remote learning for all pupils (inc. pupils with SEND and disadvantaged pupils) who aren't in school through the use of quality online/offline and remote resources.
- 2.2.** Provide clear expectations for members of the school community with regards to the provision of high-quality remote learning.
- 2.3.** Secure continuous delivery of the school curriculum regardless of situation.
- 2.4.** Support effective communication between school and families.
- 2.5.** Support attendance to learning.

3. CONTENT AND DELIVERY TOOLS INCLUDE:

- 3.1.** Online curriculum for EYFS – KS2 (Zoom and Evidence Me for EYFS, Zoom and Seesaw for KS1 and Microsoft Teams for KS2)
- 3.2.** Use of recorded videos as well as live lessons.
- 3.3.** Phone calls home to ensure participation through the graduated non-attendance response.

3.4. Materials such as digital books and writing tools.

3.5. Use of high-quality resources developed solely for remote teaching.

3.6. Use of enrichment content such as YouTube, podcasts, National Online Safety partnership and the National College.

4. HOME AND SCHOOL PARTNERSHIP:

4.1. Bruche Primary 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 to meet their individual needs.

4.2. It is beneficial for pupils to maintain regular routines. Bruche recommends that each 'school day' maintains a structure analogous to what pupils would experience whilst in school.

4.3. 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 apply effort to succeed.

4.4. Should accessing remote classrooms be an issue, parents should contact school promptly solutions may be available. These will be discussed on a case-by-case basis.

4.5. All pupils' sign an 'Acceptable Usage Policy' in their planners which includes e safety rules and this applies when children are working on computers/devices at remotely home.

5. SAFEGUARDING AND BEHAVIOUR DURING A SCHOOL CLOSURE:

5.1. In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy:

5.1.1. The DSL and/or the Pastoral and Welfare Lead and LA will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

5.1.2. The DSL and/or the Pastoral and Welfare Lead will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

5.1.3. Phone calls made to vulnerable pupils will be made using school phones which record conversations.

5.1.4. The DSL and/or the Pastoral and Welfare Lead will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.

5.1.5. All contact with vulnerable pupils will be done by the same person to ensure consistency.

5.1.6. The DSL and/or the Pastoral and Welfare Lead will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

5.1.7. Contact may occur face to face using zoom video conferencing or Microsoft Teams to ensure that the child is safe and well.

5.1.8. Behaviour expectations (To Listen, to work well with others, to do as asked and to work as hard as we can) will remain the same for pupils online and at home. A checklist, detailing expectations for behaviour whilst in live streaming lessons, will be read to pupils at the start of everyday and after lunch. See below for this checklist.

Internet safety and behaviour checklist for pupils.

This checklist is to be covered at the start of each day with all children.

- I will think carefully before I post anything.
- I will always listen to my teachers and teaching assistants.
- I will try as hard as I can to complete all of the work set for me.
- When I'm asked to mute my microphone I will do it straight away.
- I will never give out my details, even to my friends such as;
 - Home address
 - phone number
 - or share pictures
- I will communicate with others in a respectable way.
- I will not use the chat function with other children or adults in school unless my teacher asks or allows me to.
- I will seek permission before sharing pictures or information about other people online.
- I will tell a trusted adult like my teacher, teaching assistant or parents if I see something that makes me feel uncomfortable.
- All expectations and routines for behaviour in school will remain for all live streaming lessons;

To Listen,

To work well with others

To do as asked

To work as hard as we can