

Policy: Remote Learning Policy

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Rationale

At the Nelson Academy we strive to work in partnership with children and their families to ensure that every child has the opportunity to reach their full potential. Our curriculum is designed to recognise children's prior learning and build upon this to enhance and extend individual skills and knowledge. We take a holistic approach to learning and believe that through language, mathematics, science, humanities, arts and religion, we can promote and foster the intellectual, moral, spiritual, aesthetic, social, emotional and physical development of all our children.

Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for all children (including those with SEND) who are not in school through the use of quality online and offline resources, and teaching videos.
- Provide clear expectations for members of the Academy community with regards to delivering high quality remote learning.
- Include continuous delivery of the school curriculum, as well as supporting wellbeing, motivation and providing parental support.
- Support effective communication between the Academy and families, and support attendance.

Who is the policy applicable to?

All children should attend school in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school. Remote education will only be used where attendance at school is not possible. Children accessing remote education will continue to be recorded in the attendance register in accordance with statutory attendance guidance and the appropriate attendance code. The Academy will work with children, families and external agencies to remove barriers to attendance and secure a return to full-time education wherever possible.

We will consider providing remote education to children in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
    - Not possible to do safely.
    - Contradictory to guidance from local or central government.
- Occasions when individual children, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
    - They have an infectious illness.
    - They are preparing for or recovering from some types of operation.
    - They are recovering from injury and attendance in school may inhibit such recovery.
    - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue.

The school will consider providing children with remote education on a case-by-case basis.

Content and tools to deliver this remote learning plan

Resources include:

- Online tools for Reception, KS1 & KS2 posted through ClassDojo.
- Online tools for Rosen class posted through Tapestry.
- Use of recorded video, instructional videos and assemblies.
- Phone calls home.
- Printed learning packs.
- Physical materials such as exercise books.
- Use of online resources such as White Rose Maths, Times Tables Rockstars, EdShed, BBC Bitesize and Oak Academy.

Home and Academy partnership

Nelson Academy is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families to suit their individual needs.

Where possible, it is beneficial for children to maintain a regular and familiar routine. We would therefore recommend that each 'school day' maintains a structure. If you require advice and support with this, please contact your child's class teacher.

We would encourage parents/carers to support their child to complete their remote learning by:

- Providing an appropriate place for the child to work to the best of their ability.
- Supporting and encouraging engagement with work by talking to the child about their learning.
- By removing distractions and encouraging the child to work with good levels of concentration.

Staff will make every effort to ensure that work is shared at a regular time each day. Should accessing work be an issue, parents/carers should contact their child's class teacher or the Academy promptly as alternate solutions may be available. These will be discussed on a case-by-case basis.

Where barriers to accessing remote learning are identified, including lack of suitable devices or internet connectivity, the Academy will work with families and Eastern Multi Academy Trust to identify appropriate support.

Roles and responsibilities

<u>Teachers</u>

When providing remote learning, teachers will be available between 8.30am and 3.30pm. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

It is expected that the school can teach most of the planned curriculum. We would aim to send out curriculum overviews and knowledge organisers, in line with normal practice, to show that teaching will continue as 'normal'.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set daily work for the children in their class following the medium term plans, planning for Maths, English (reading/phonics and writing/grammar) and topic each day. Teachers will plan for specific needs such as SEND.
- Where possible, the work set should follow the usual timetable for the class had they been in school. However, whilst we aim to cover all curriculum subjects, we acknowledge that learning time may be shortened due to families finding the balance between home schooling and normal home/work life, we do not wish to add to the stress associated with this situation.
- Teachers will provide learning and feedback within reasonable timescales during the normal school week.
- Teachers will use instructional videos to support the children's understanding, especially where the content is new. This could be a pre-recording of the teacher, the use of a video from a specified site such as White Rose Maths, BBC Bitesize or Oak Academy. To ensure children and parents/carers familiarity with this approach, teachers will share what learning would look like through example homework activities.
- Using assessment of work completed, consider providing further work to support, consolidate or extend children's learning.
- Projects might be set to assess knowledge or to generate enthusiasm and engagement, but this will not form the basis of teaching.
- Prepare a list of online resources and free apps which parents, carers and children can access.
- Be mindful that many families will not have access to printers.
- Teachers will still need to assess children's work and plan/prepare lessons for the following week.

Providing feedback on work:

- All completed work to be submitted to teachers via ClassDojo (through the child's individual portfolio) or Tapestry (Rosen Class). Children should submit work within the timescales provided by their teacher.
- Teachers have the flexibility to provide feedback in a variety of ways depending on the needs of individual children and the class. Therefore, feedback may be directly to an individual child, to a group of children or the whole class.
- Feedback can be written i.e. as a typed comment via ClassDojo or Tapestry (Rosen Class), or verbal i.e. via a video to address common misconceptions made by several children within a class.

Keeping in touch with pupils who are not in school and their parents/carers:

- Teachers will monitor engagement regularly and record concerns. Where engagement is low, staff will work with families to identify barriers and agree appropriate support.
- All parent/carer emails to the school should be addressed to the office (office@nla.easternmat.co.uk). The office will then forward to the appropriate member of staff.
- Any complaints or concerns shared by parents/carers or children should be reported to a member of the Senior Leadership Team (SLT – see contact details below). Safeguarding concerns should be immediately referred to the Designated Safeguarding Lead (DSL – see contact details below) or a Deputy Designated Safeguarding Lead (DDSL - see contact details below).

Teaching Assistants

Teaching assistants must be available during their usual working hours.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

During the school day, teaching assistants must complete tasks as directed by a member of SLT.

Senior Leadership Team (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the Academy including weekly monitoring of engagement.
- Monitoring the effectiveness of remote learning e.g. through regular meetings with teachers, reviewing work set or obtaining feedback from families.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Providing pre-recorded assemblies or resources to promote well-being and the Academy values.
- Keep parents/carers updated on information from Norfolk County Council and Government updates.

Our Senior Leadership Team:
Mrs S Wilson – Principal – sarah.wilson@nla.eastern-mat.co.uk
Mrs G Sykes – Assistant Principal EYFS & Pastoral Support – gemma.sykes@nla.eastern-mat.co.uk
Mr G Rossiter – Assistant Principal KS1 & KS2 – glen.rossiter@nla.eastern-mat.co.uk

Other Key Staff:
Miss L Kenny - Special Educational Needs Co-ordinator (SENDCO) – lisa.kenny@nla.eastern-mat.co.uk
Mrs S Kelly – SRB Lead Teacher – sophie.kelly@nla.eastern-mat.co.uk

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSL)

The DSL, supported by the DDSL's are responsible for managing and dealing with all safeguarding concerns. For further information, please see our Safeguarding Policy.

Provide regular E-safety reminders.

Our DSL is: Mrs S Wilson (Principal) - sarah.wilson@nla.eastern-mat.co.uk

Our DDSLs are:
Mrs G Sykes – Assistant Principal EYFS & KS1 - gemma.sykes@nla.eastern-mat.co.uk
Mr G Rossiter – Assistant Principal KS1 & KS2 - glen.rossiter@nla.eastern-mat.co.uk
Miss L Kenny – Special Educational Needs Co-ordinator (SENDCO) – lisa.kenny@nla.eastern-mat.co.uk
Mrs S Kelly – SRB Lead Teacher – sophie.kelly@nla.eastern-mat.co.uk

To ensure data protection and online safety; staff, children, parents/carers and families should ensure:

- Appropriate use of ClassDojo and all online platforms.
- Appropriate storage and sharing of pupil work.
- Compliance with Eastern Multi Academy Trust ICT and data protection policies.
- Clear and appropriate expectations for children when using online learning resources.

The Special Educational Needs Co-ordinator (SENDCO)

Our SENDCO is Miss L Kenny, who can be contacted by ClassDojo or by e mail lisa.kenny@nla.eastern-mat.co.uk

The SENDCO will liaise with class teachers to ensure that children are provided with remote learning to meet their individual needs. Reasonable adjustments will be made to remote learning where required. This may include differentiated activities, alternative methods of recording, adapted resources, additional communication with families and targeted support from the SEND team.

They will provide access to IT programmes used in school to support remote learning.

They will ensure that children with EHC plans and SEN Support plans continue to have their needs met while learning remotely, liaising with the Principal and any other appropriate organisations as required.

Pupils and Parents/Carers

Staff can expect children learning remotely to:

- Complete work to the deadline set by teachers.
- Upload completed work to the child's ClassDojo or Tapestry (Rosen Class) portfolio ensuring work is correctly orientated, clear and readable.
- Seek help if they need it, from teachers.
- Alert teachers if they are unable to complete their work.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is ill or otherwise unable to complete work.
- Seek help from the school if they need it.
- Provide encouragement and some support with learning activities.

Related Policies:

- Safeguarding and Child Protection Policy
- Attendance Policy
- Online Safety Policy
- Data Protection Policy
- SEND Policy
- Behaviour Policy