



**The Black
Pear Trust**

REMOTE LEARNING POLICY

THE BLACK PEAR TRUST

Approved by: CEO and Headteachers of The Blc

Date: 15/09/2020

Last reviewed on: 15th September 2020



Next review due by: 15th September 2021



STATEMENT OF INTENT

Within the ever-changing circumstances we are currently living through, we must be prepared for local lockdowns. In the event of a local lockdown, then all of the schools in The Black Pear Trust will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all.

All of our schools in The Black Pear Trust understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support their need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

EXPECTATIONS PRIOR TO REMOTE LEARNING

To ensure a secure understanding of how to access work assigned during isolation periods, the following must have been already achieved:

- All children will have been shown how to access and use the relevant internet platforms and computer programmes (e.g. Teams, Microsoft Word etc.) in school prior to any remote learning at an age appropriate level.



- All children and parents will have read and signed the school's acceptable use agreement.
- Letters will be sent home prior to isolation period explaining to parents the expectations and how to access the relevant programmes.
- If a child is unwell, the parent/guardian should contact the school to let them know. Pupils are not expected to complete school work if they are unwell.

ONLINE SAFETY AND SAFEGUARDING

All remote learning will adhere to the trust's Online Safety and Safeguarding policies. All pupils and parents/guardians will have already read and signed the school's acceptable use policy. Parents will be asked to ensure parental controls are set appropriately and that the internet is restricted for their child's safety. To safeguard pupils and staff, all video calls will be recorded, pupil and staff cameras will be disabled and there will always be two members of staff present.

All families will receive a phone call if a bubble is required to isolate.

Families who are considered to be vulnerable will be contacted more frequently based on their needs. This will be carried out either by the DSL or class teacher.

ACCESSING ASSIGNMENTS

As assignments and online tutorials will be provided through Microsoft Teams, all remote learning will be accessible on any electronic device. The trust will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme (only available for years 3-6) where necessary. Pupils may be provided with a school device if they do not have a device at home or are awaiting a device from the DfE with the expectation that the device is returned to school at the end of the isolation period in the same condition.

TEACHING AND LEARNING

All pupils will have access to high-quality education when remote working.

Teachers will:

- Ensure lessons are inclusive for all pupils and can be adapted to account for the needs of pupils with SEND.



- Set assignments ensuring pupils have meaningful and ambitious work each day.
- Ensure the curriculum is planned and delivered in a coherent and well-sequenced way, allowing skills to be built progressively.
- Adjust assignments based on the response to questions and rate of pupil progress. Where necessary, revising material or simplifying explanations may be needed to secure pupil understanding.
- English, Reading and Maths will be taught daily through video tutorials alongside assigned work set every morning.
- Foundation subjects will be taught through project-based work, which will be provided in the afternoons.
- Pupils will be expected to complete the assigned work each day and show evidence of their work to their class teacher through Teams.
- If a pupil is having any technical issues, they should contact the class teacher via Teams or phone.
- The teacher will provide a weekly timetable at least the day before, outlining times for video calls, assignment deadlines and teacher availability. Here is a timetable example:

	9:00 – 10:00		10:15 – 11:15		11:15 – 11:30	11:30 – 12:30		12:30 – 1:15	1:30 – 2:00	2:30 – 3:00
Monday	Introduction to the week	Reading tutorial and activity	English tutorial	English activity	Break	Maths tutorial	Maths activity	Lunch	Feedback group 1	Feedback group 5
Tuesday	Reading tutorial	Independent reading activity	English tutorial	English activity		Maths tutorial	Maths activity		Feedback group 2	Feedback group 3
Wednesday	Reading tutorial	Independent reading activity	English tutorial	English activity		Maths tutorial	Maths activity		Feedback group 3	Feedback group 4
Thursday	Reading tutorial	Independent reading activity	English tutorial	English activity		Maths tutorial	Maths activity		Feedback group 4	Feedback group 2
Friday	Reading tutorial	Independent reading activity	English tutorial	English activity		Maths tutorial	Maths activity		Feedback group 5	Feedback group 1

- The timetable is a guide, time duration may vary due to year group and needs of the children.
- All children will be expected to attend the English, Reading and Maths tutorials in the morning and their specified feedback session two afternoons a week.



- If a child needs further support, they can remain on the video call at the end of a tutorial to ask their questions.
- All assignments will be set no later than 8:30am that morning.

MARKING AND FEEDBACK

Teachers are not expected to mark assignments unless they feel it is necessary but must monitor the work the children are handing in.

Teachers must address misconceptions and give verbal feedback to each child during group feedback sessions.

Teachers must be available to answer any questions and support any children that are struggling within the school day. There will be an opportunity after each tutorial to answer any questions.

The teacher will group the children for their feedback video calls according to their needs.

BEHAVIOUR MANAGEMENT

All staff and pupils are expected to maintain the standard of behaviour expected in school and should adhere to the trust's behaviour policy at all times. Staff will establish high expectations and award housepoints/rainbow points to encourage and reward positive working attitudes and quality of work. If a teacher has a concern about a child's attendance or failure to hand-in any work, the teacher will phone home to discuss these concerns with the parent/guardian.

PARENTS CODE OF CONDUCT

Parents will be expected to ensure their children complete the work set by the class teacher. If their child is unwell, they need to contact school before 8:30am that morning. If they need to contact the class teacher, this must happen within the school day (9am – 3pm).

ISOLATING A CHILD FROM SCHOOL

If a child is required to self-isolate but their bubble is still continuing at school, the child will be provided with a CPG Reading, Writing and Maths book. The class teacher will direct the child towards the pages/unit that they would like the child to focus on. The school's behaviour specialist, Sue Paul, will contact each child for a welfare check and to ensure the child is completing the work assigned.



SEND SUPPORT

All children will receive additional resources for their intervention.

Some children with SEND support may have individualised work for them.

If the child's bubble isolates:

- SEND support children will access year group work with appropriate differentiation

If only the child isolates but the bubble remains in school:

- Receive age appropriate booklet
- Resources will be sent home to support specific intervention targets

EHCP CHILDREN

All children will receive additional resources for their intervention

If the child's bubble isolates:

- Receive printed work that is appropriate to their needs

If only the child isolates but the bubble remains in school:

- Personalised online work
- Tutorials will be available

MONITORING AND REVIEW

This policy will be reviewed on an annual basis by the Computing leader and headteacher.

This policy will also be reviewed in light of any changes to statutory guidance.



The CEO and Headteacher/Head of school of each school is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.