



# Carlisle & Hampton Hill Federation



## Pupil Remote Learning Policy

Governors' Committee Responsible	Achievement & Families Committee
Status	Non-Statutory
Review Cycle	Annual
Date written/last review	September 2020
Date of next review	Autumn 2021

## Statement of intent

At Hampton Hill Junior School, we understand the need to continually deliver high quality education, including during periods of remote learning – 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 they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, 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.

# Proposed plan for **Remote Learning** as a result of self-isolation or bubble/school closure due to Covid-19.



<p><b>Platform for remote learning</b></p>	<p>Google Classroom is the platform we use to provide our remote education offer. We will use Google Meets to host face to face live sessions with small groups of children. School assemblies will be delivered via Zoom. All links will be clearly communicated in advance.</p>
<p><b>What should we expect in the first day or two of being sent home?</b></p>	<p>During this initial period of remote education, we will ensure access to a range of activities which complement the key skills your child is learning in class. A further, more detailed and comprehensive plan will then follow- including recorded lesson inputs- details of this would be communicated accordingly.</p>
<p><b>Remote learning activities and teaching methods</b></p>	<p>At HHJS we recognise that pupils learn best when engaged in purposeful and interactive exploration- and that it can be challenging to communicate and execute this when not in the school environment. We will provide daily learning opportunities from across our broad and balanced curriculum, matched to the planned year group learning objectives, which will be likely to include:</p> <ul style="list-style-type: none"> <li>• Daily maths, reading and writing tasks</li> <li>• Powerpoint slides which guide children through the lesson structure (with teacher commentary where appropriate)</li> <li>• Video links – such as White Rose Maths/Oak Academy</li> <li>• Links to websites to further develop learning (e.g. Mathletics, Read Theory, Spelling Shed, Timetables Rockstars)</li> <li>• Activity descriptions which encourage pupils to work creatively and independently</li> <li>• Writing stimuli</li> <li>• Reading opportunities</li> <li>• Worksheets</li> <li>• Quizzes</li> <li>• Face to Face live teacher contact – in small groups</li> <li>• Practical age-related investigations/challenges for children to engage with</li> </ul> <p>When teaching pupils who are working remotely, teachers will:</p> <ul style="list-style-type: none"> <li>•Set assignments so that pupils have meaningful and ambitious work each day.</li> <li>•Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally and matches the content of the lessons that are being, or would have been, taught in school.</li> <li>•Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.</li> <li>•Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.</li> </ul>

	<ul style="list-style-type: none"> <li>•Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.</li> <li>•Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily feedback from teachers.</li> </ul> <p>Our remote learning offer will be reflective of the children's age, ability and/or any SEND.</p> <p>In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Head-teacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.</p>
<p><b>How long can I expect work set by the school to take my child each day?</b></p>	<p>We expect that our remote education offer will take pupils four hours each day- and it will be set with this aim in mind.</p> <p>Pupils should be present for remote learning from Monday to Friday, with an expectation that the work set will be completed within these days.</p> <p>Regular breaks and a lunchtime are encouraged throughout the day.</p> <p>Pupils are not expected to do schoolwork during their breaks and lunchtime.</p> <p>Pupils with SEND or other additional needs or medical conditions may require more regular breaks</p> <p>Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.</p> <p>Parents will inform the school office via <a href="mailto:student@hamptonhill.richmond.sch.uk">student@hamptonhill.richmond.sch.uk</a> by 8:30am if their child is unwell.</p> <p>The school will monitor engagement and absence- in line with the guidance from the Education Welfare service.</p> <p>The format, content and supervision of our remote education offer will vary, dependent on whether it has been set up for a whole class group or for individual pupils to access.</p>
<p><b>How will you work with me to help my child who needs additional support to access remote education?</b></p>	<p>We recognise that some pupils (for example with special educational needs and disabilities (SEND)), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers in regard to this.</p> <p>We will ensure that we maintain regular contact with the pupils and their families and seek feedback on how well they are coping with the activities provided and make adjustments accordingly- in order to support their progress towards their individual targets.</p>
<p><b>Contact with pupils during self-isolation or bubble/school closure</b></p>	<p>During a period of self-isolation or school closure, class teachers or other staff members will make regular contact with pupils.</p> <p>Face to face live contact sessions will be supportive to this and in line with safeguarding protocols.</p> <p>Other daily/ weekly pupil and family checks and supports will also be in place as needed.</p>
<p><b>Support for families without access to necessary technology</b></p>	<p>We have sent out surveys to parents to determine the access pupils have at home to the necessary technology.</p> <p>We will use this data to enable us to adjust what we offer to pupils and families- including the offer of additional provision of devices to use at home, if the need is identified.</p> <p>We will primarily upload paper-based activities as PDFs to support those families using tablets/phones to view the learning exercises.</p>

	<p>For families who do not have technology available for the children to access during school hours (including a printer), we will offer to print packs of related learning for the children to access. These pupils will receive feedback for the work produced.</p>
<b><i>Feedback to pupils</i></b>	<p>Feedback to pupils on their strengths and areas for development in their work is a fundamental part of our practice.</p> <p>We will utilise the 'stream' feature of Google Classroom, for group feedback on work that has been returned and for communications between teachers and learners.</p> <p>Specific feedback on examples of work will be marked using the 'Private Comments' feature by class teachers. Other approaches such as whole class marking slides will also feature within our offer.</p>




## The Fundamental Five

With the use of 'Google Meets' for our school assemblies and children's weekly meetings with their teacher, we have outlined our '**Fundamental 5' expectations** for these to be as successful and safe as possible for all of the children and staff in our school.



Computers should be used in **appropriate areas** or use a **virtual background** if this is not possible.

To change the background on Google Meet, look for the **menu**  along the bottom bar (three vertical lines) and choose



You should then have a range of backgrounds to select.



Please ensure all participants and those in your home are **appropriately dressed** if there is any chance they will come into view on the screen.



**Language** used by adults and children should be professional and appropriate for a school setting.

Please ensure that all people in the background are aware of the virtual meeting and cannot be heard by others in the computer. Please also ensure that televisions or gaming devices are turned down or are in a different room to the computer.



Consent is required by ALL PARTICIPANTS to **record** meetings. This has not been sought and therefore these meetings must **NOT BE RECORDED** by participants at home.



During our school assemblies, please ensure your microphones are on mute unless the children are asked otherwise.

With regret, we may have to remove your child from the assembly if they keep unmuting themselves and interrupting as this can disrupt the assembly for all the other participants.

## Monitoring and review

This policy will be reviewed on an annual basis by the Deputy Head Teacher.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is September 2021.