

EMMAUS



Catholic and Church of England Academy

Remote Learning Policy

Context for Remote Learning

Due to Covid 19, 2020 has been a year of significant disruption for children and their learning. We recognise and welcome the focus on remote learning for the continuation of our children's education. We recognise that there will be continued disruption with children and staff having to isolate and we are committed to providing continuity of education to the best of our ability through a range of remote learning resources.

Remote learning would apply in a situation where an individual child or group of children in a school bubble have to stay at home and isolate for an extended period of time. This extended period of time would include a 14 day isolation period due to close contact with a confirmed case or in the case of schools closing due to a government-imposed lockdown.

Pupils with short-term Covid-related absence, for example when awaiting test results, will also be able to access work so they do not miss the work taking place in the classroom and therefore fall behind.

Remote learning does not have to be online; it must be accessible to the children for whom we have provided it and for many of our pupils this will be in a hard copy form.

Our Remote Learning Offer

Foundation Stage 1 and 2

- For FS2 children, daily Read Write Inc Phonics videos, which can be played on a smart-phone, sent to parents via text message in line with the learning that would be happening if their child were in school. The expectation is that the parent will watch the video alongside their child and encourage interaction with it.
- A weekly newsletter emailed out containing a variety of suggested activities that can be completed at home related to each of the Early Years Outcomes.
- Resources will be sent home to support these activities.
- Staff will be available via email for communication with parents to provide support and/or feedback.

KS1

Our remote learning offer may include:

- Daily Read Write Inc Phonics videos, which can be played on a smart-phone, sent to parents via text message in line with the learning that would be happening if their child were in school. The expectation is that the parent will watch the video alongside their child and encourage interaction with it.
- Access to appropriate printed resources, such as textbooks and workbooks.
- Staff will feedback in a timely manner as soon as possible and be available via email for communication with parents to provide support and/or feedback.
- Where appropriate, access to online and offline resources and teaching videos linked to the school's curriculum expectations.

KS2

Our remote learning offer may include:

- Access to online and offline resources and teaching videos linked to the school's curriculum expectations
- Access to appropriate remote education resources, for example, printed resources, such as textbooks and workbooks where there is a lack of internet access or IT devices in the home.
- Where children are able to access the internet for online remote learning, interaction between staff and pupils will be possible in order to give feedback.
- Where children have had access to printed resources, staff will feedback in a timely manner as soon as possible and be available via email for communication with parents to provide support and/or feedback.

SEND

We recognise that some pupils with SEND may not be able to access remote education without adult support and we will therefore tailor appropriate support for these families in coordination with the SENCO.

Expectations of pupils and parents

In the event of an extended school or 'bubble' closure, where appropriate, pupils with the support of their parents will be expected to:

- Participate fully in the remote learning process.
- Regularly read and respond to communication from the school
- Submit work electronically where possible
- On return to school, return any paper copies of work

Expectations of teachers

In the event of an extended school or 'bubble' closure, teachers will be expected to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Provide timely clear explanations of new content, delivered by the teacher or through high-quality curriculum resources or videos.
- Provide feedback where possible to support or challenge pupils' learning.
- Communicate with parents and pupils regarding the work that has been set.
- All communication should take place during usual office hours, with no expectation to read or respond to emails after 3.30pm or before 8.30am.
- Communicate via official school channels, and not through personal accounts or other websites.

Pastoral Care

- Class teachers or another appropriate adult should check in regularly with their class to monitor both academic progress and their general wellbeing.
- Class teachers will be expected to pass on feedback to the head teacher, SENCO or the Safeguarding Team, particularly if there are concerns or a lack of communication.

Safeguarding

- In the event of a school closure or a group of children needing to isolate at home pupils, parents and teachers are reminded that the school's 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.

Limitations of this policy

- We acknowledge that staff may be unable to provide work for their class due to illness, however the school will do their best to provide an appropriate alternative within phase teams.
- Protecting the welfare of all staff is essential and we aim to avoid excessive workload. Leaders and governors must be mindful of their duty of care for all staff when considering expectations of them to provide remote learning, especially if this additional to teaching in school.
- Many of our children do not have individual access to a suitable device or internet connection in order to complete learning online.
- Many of our parents have expressed a lack of confidence in their ability to support their children with learning, in particular related to online learning.

Policy Monitoring and Review

This policy is to be reviewed every year.

Approved

Autumn Term 2020