



St. Mary's Academy Trust

Remote Learning Policy

Date agreed:

December 2022

Date to be reviewed:

August 2025

Rationale

In the event of any individual child having to be absent from school for a sustained period, or in the event of a school closure or partial closure, the school is committed to providing continuity of education to our learners and will do so through a process of remote (online) learning. Remote learning may be appropriate in situations where learners, in agreement with the school, have a period of absence but are able to work from home. This may apply in such cases as exclusion from school or self-exclusion, as a result of a lockdown following an infectious disease outbreak.

Assuming an absence has been agreed with school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person from the start of the second day of absence. In the circumstances of a full school closure, work will be set within the first 48 hours. This work set, will be coordinated by the class teacher.

In the event of the above, the school will provide continuity of education in the following ways:

- 1) Setting work for children to complete and submit electronically, using Google Classroom either featuring direct video instruction or clear written instruction.
- 2) Setting work which mirrors the amount, curriculum and content set within class in school.
- 3) Open channels of communication between school staff members and pupils, so questions can be asked and answered and support to complete work can be given, when requested. This communication is most likely to be conducted through Google Classroom but may also involve emails or phone calls where appropriate.
- 4) The use of additional digital resources to enhance learning. e.g) Times Table Rockstars.
- 5) Allocating appropriate reading material, either through Google Classrooms and wider use of the internet.

Assessment

Work which is 'turned in' on Google Classroom electronically, will be marked by the class teacher, in a timely and helpful manner. Where appropriate, feedback will be given using the 'comments' tool and returned to pupils so they can read and respond. Verbal feedback will also be provided to pupils using a voice recorder such as Mote.

Expectations of Learners

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process. Learners/Parents will also be expected to read and respond to communication from the school, on a regular basis. If parents/carers find difficulty accessing remote learning due to lack of internet/devices, they should make the class teacher or Parent Support Advisor aware as soon as possible, through a phone call and solutions can be discussed. If parents have concerns about workload, these should be directed to pupils' teachers via email. Teachers will work on the assumption that learners will not have the necessary equipment that they would usually have

in school and will make no presumption of a learner's ability to print at home, so will set tasks which do not require printing.

Support for All Pupils

Staff will ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENDCO. In addition, for sustained periods of absence by an individual pupil on the SEN register, or during a period of class / whole school closure, the SENDCO will maintain contact with pupils on their list requiring regular support, by phone or email.

Pastoral Care

In the event of a school closure/partial closure, the primary responsibility for the pastoral care of a learner lies with their parents/carers. However, school staff will check in regularly to monitor engagement with remote learning as well as their general wellbeing. Staff will be expected to pass on any feedback to SLT, where there are concerns or a lack of communication.

In the event of absence of an individual pupil, the class teacher will work alongside the Parent Support Advisor to support pupils and families as required.

Preparation

We aim to ensure that any transition between full time education and remote/blended learning is smooth and effective. We will ensure that steps are taken to ensure that our pupils are equipped with the skills that they need to access the new way of working.

- 1) All of our pupils will be given regular opportunities to practise logging into their Google Classroom accounts and to practise completing and 'turning in' work online.
- 2) All of our pupils will be given regular opportunities to access reading books and / or phonics virtual classroom online.
- 3) We will equip our pupils with the knowledge and skills that they need to stay safe online.
- 4) We will update our school and class Twitter accounts and school website to inform parents of any important updates regarding the need for remote learning.