



Egremont
Primary School



Remote Learning Policy

Issue Status

Date	Issue	Comment	By
Jan 2021	A		EPS

	Signature	Name	Date
Prepared		Laura Flynn	04/01/2021
Verified		Tony Lacey	11/01/2021
Approved		Nigel Saunders – on behalf of the TOC	

Policy Aim:

This policy aims to provide the school community with clear and consistent guidance for how home learning and learning within school will be managed in the event of a national school closure. The school will follow government guidelines, as appropriate, during any such closure – recognising and accepting the probable need to remain open for vulnerable children and children of critical key workers, where possible.

The policy should be read in conjunction with other school and MAT policies such as Acceptable Use, Google Classroom and E-Safety.

Our primary aim is that all of our children remain happy, healthy and safe during any school closure. The staff at Egremont will remain dedicated to all children, irrespective of whether they are learning onsite or at home. Safeguarding children remains our most important priority.

Principles:

The school recognises its standing within a community of high deprivation and whereby a significant number of our children have adverse childhood experiences. There is an acute awareness of the varying needs of our children and it is expected that our staff will draw upon their knowledge and understanding of each child and their family when making decisions surrounding access to learning. The school will follow government guidelines but will also ensure that our approach is personalised to the needs of the Egremont Community. It is anticipated that there will be a flexible and fluid approach for the children learning at home and that this will take into consideration the barriers surrounding both online learning and learning using physical work packs.

The Egremont Way:

The children learning on site will be supported within their phase bubble by their class teachers and allocated support staff. The children will continue to follow the school curriculum with the children taking part in English, maths, geography, history, science, PE, RE, art/DT and PSHE. Reading for pleasure will remain as a non-negotiable within the school day. The children will be following the same learning as the children on Google Classroom. It is expected that the children will continue to access sports coaching on a weekly basis.

For children at home, there are two approaches being taken and these take into consideration the level of access to technology and internet as well as access to physical materials such as pens, paper and other such resources.

Home Learning 1) This is applicable to children with access to technology and the internet. These children will use Google Classroom to access their learning and will follow the same lessons as the children in school. The same subjects will be covered and a member of school staff from within their phase and working on site, will be responding to the children submitting work online. On a daily basis, the class text being used for reading for pleasure will be read live over Google Classroom. Where possible, teachers and support staff will 'go live' for other lessons and purposes and the regularity of such will be professionally determined by the school staff.

Home Learning 2) This is applicable to children without access to technology or the internet. These children will be provided with physical work packs that contain work that is the same or closely matched to the work being completed online. Any differences will be based on the

barriers created by requiring technology - watching a science video for example. The work packs will be prepared on a weekly or bi-weekly basis and the staff will use their up to date knowledge of the children and their circumstances to determine whether any additional resources are needed – i.e. glue, pens etc. The physical work packs will be made available for collection from the school office in a socially distanced manner – as identified in the risk assessment.

For children with specific or known additional needs, learning – irrespective of whether this is onsite or at home – will be tailored accordingly.

Other platforms for learning:

The children continue to have access to platforms such as Times Tables Rock Stars and Maths Shed. Access to such activities will continue to be encouraged. The school will also make use of Oak National Academy and BBC (online and on TV), where relevant.

Community Challenge and Engagement:

For each week of a school closure, the school will run a focused challenge/theme. This will allow for all children to access and contribute at their own level and the outcomes will be led by the children and their families. Where possible, the school will use this as an opportunity to mark/celebrate national days/events as we would if school was fully open. One such example could be Chinese New Year.

Contact with Children:

For children working at home, a phone call or discussion online will take place weekly as a minimum expectation. However, it is anticipated that staff will be in contact with the children more frequently.

The staff will also monitor the level of access that the children are having and any concerns will be addressed accordingly – following the school's safeguarding policies and procedures, where necessary. Physical welfare checks will be made to the children at home where this is deemed necessary – this could be for a variety of reasons and could be linked to the children or their parents/carers.

Improving access to online learning for children working at home:

The school has requested its full allocation of devices from the DfE and these will be fully set up for the children at home to use. The laptops and any routers needed will be delivered by school staff to the homes of identified children/families as a matter of urgency. The parents/carers will sign for these devices and responsibility will be transferred from the school to the appropriate parent/carer for the safety of the device and its acceptable use.

In addition to DfE funded laptops, the school will seek to continue in its efforts to raise vital funds to further improve and extend this service – doing so in the knowledge that only 10% of our families indicated suitable access to technology at the start of the academic year.