Remote Learning Strategy

Aims

At Stanwix School we prioritise good attendance as we recognise that attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school. We will consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Whilst pupils are learning from home, we will aim to provide a full and rich curriculum. Whilst we accept that this will not be identical to our 'in-school curriculum', we endeavour to set work which is appropriately challenging and engaging, provide feedback and guidance, and support pupils in making progress.

Scenarios where Remote Education may be considered:

Circumstances where it might not be possible for pupils to receive in person education fit into 2 broad categories:

1. school closures or restrictions on attendance, where school access for pupils is restricted;

2. individual cases where a pupil is unable to attend school but is able to learn. There should only be limited circumstances where this is the case. These circumstances should only involve a short-term absence and might include pupils:

    - recovering from short- term infectious illnesses
    - preparing for or recovering from some operations
    - recovering from injuries where attendance might inhibit recovery.

Rationale

We have designed our home learning curriculum referencing government expectations set out in the document Providing Remote Education: Guidance for Schools (2024)

We also considered limiting factors in remote education such as:

- Access to sufficient devices and bandwidth for households with more than one child to access 'live learning' at the same time.
- Multiple quiet spaces within a house where children can access 'live learning'.
- Limitations on support available for pupils where parents and carers are working for home.
- Screen-time for pupils accessing a remote curriculum.
- Access to resources for pupils working from home.
- Staffing availability in circumstances where the rest of the class are still in school, and access to resources in the event of an unplanned school closure (e.g. due to severe weather).

With this in mind, we have designed an approach which may make use of (but does not **rely** on) live interaction via the internet to ensure that **all** pupils have access to a full curriculum.

What is our approach to home learning?

Where pupils have access to appropriate devices, remote education might include recorded and / or live direct teaching time, as well as time for pupils to complete tasks, reading, and assignments independently, depending on their age and stage of development.. Online video lessons do not necessarily need to be recorded by teaching staff at the school. Instead we may use high quality resources such as Oak Academy and White Rose Maths. If a class/school closure was likely to be a longer term issue (such as with the Covid19 closures) we would aim to deliver some live sessions using Microsoft Teams. Further guidance will be communicated directly to parents in this event.

We will also continue to offer 'offline' work. This means that pupils**:**

- Can work without a device in front of them.
- Have limits to their 'screen time'.
- Develop other skills including fine and gross motor skills.

Where can the curriculum be found?

Our Remote Education curriculum is delivered and responded to using Class Dojo.

How will the school communicate with pupils and parents whilst children are learning from home?

We believe that maintaining regular contact with our pupils and providing feedback and support whilst they learn at home is vital. For this reason, we use a number of communication channels to ensure we meet the needs of all pupils including:

- Class Dojo as a method of communication with parents and for sharing of work.
- Telephone calls – where pupils have been unable to access 'live' sessions we will ensure that we maintain contact over the phone.
- Microsoft Teams in the event of a longer term closure.

How will feedback on learning be provided?

Feedback can be given through a variety of mediums.

- Responding to work on Dojo is our main strategy for providing feedback.
- Live marking/feedback sessions or quizzes via Teams.
- Phone calls with pupils who have not accessed live sessions.

What resources will be provided?

If required, and where practically possible, we would aim to ensure equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils.

What support will be provided for children with additional needs?

The duty under the Children and Families Act 2014 for mainstream schools to use their 'best endeavours' to secure the special educational provision called for by a pupil's special educational needs continues to apply when remote education is in place**.** When providing remote education, we take into account the age, stage of development and any SEND or other additional needs the pupils may have. We will work closely with families in these cases to ensure work is supportive and appropriate.

Safeguarding

We understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online, and have systems for checking whether pupils are safe at home and engaging with their remote education

In the event of live lessons, it is important that pupils and parents adhere to the following points:

- Pupils should always be supervised whilst accessing 'live' on-line learning. This

should be done in a shared space and **should not** be done in a bedroom.

- Siblings should not be visible during meetings unless they are in the same class/group.
- Parents should not use the sessions to ask questions to the class teacher.
- Pupils in Reception and KS1 will always need to be accompanied by an adult or responsible person whilst accessing 'live sessions.' It is likely that children will need support in using the technology and with their learning. Parents should aim to be 'off-camera'.
- *Pupils should follow the behaviour expectations for remote learning including:*
    - Wear appropriate clothing for the session (no pyjamas/ dressing gowns etc.)
    - Attend session in an appropriate shared place – this should not be pupils' bedrooms.
    - Be in a quiet space (no TV or loud external noises)
      Adhere to behavioural rules:
    - do not talk over each other
    - normal school rules regarding being polite and respectful to each other
    - mobile phones or devices should be switched off
    - use hand up function to get the attention of the teacher/ TA

- Pupils should under no circumstances take photos or videos of live lessons.
- Passwords for Teams should under no circumstances be shared with anyone else. Any meetings attended by pupils who were not invited, will be ended immediately.

Any staff with a safeguarding concern should continue to follow the schools safeguarding procedures.

Date: **30th September 2024**
Review: **As required, September 2026**