



The Blue Coat School

REMOTE LEARNING POLICY

Approved by the Governors' Teaching, Learning and Curriculum Committee

Signed: _____

Date: _____

(A Poole – Chair of Teaching, Learning and Curriculum Committee)

This Remote Learning Policy was devised by the Academic Lead in consultation with colleagues in the school.

Date of Next Review: Lent 2027

REMOTE LEARNING POLICY

1. INTRODUCTION

1.1

The Blue Coat School is committed to providing continuity of education to its pupils and will do so through a process of remote learning in the event of a full or partial school closure. Extensive remote learning would apply particularly in a situation in which the whole school or specific year groups are closed for an extended period of time, but a high proportion of pupils and staff are able to work as normal from home. This Policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term pupil absence.

1.2

Remote learning may also be appropriate in situations when pupils, in agreement with the School, have a period of absence but are able to learn at home, at least to some extent. This may apply in cases such as the first five school days of a permanent exclusion or a suspension from school or short-term absences and might include: pupils recovering from short-term infectious illness, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery, assuming pupils are able to complete school work at home. In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability or a mental health issue. Another relevant instance would be if, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms. For specific information about remote learning for individual pupils, please see Section 2 below.

1.3

There is no obligation for the School to provide continuity of education to pupils who absent themselves from School, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take pupils on holiday during term time. Similarly, this would apply if parents made the decision to withdraw their child from School, without prior agreement with the School.

1.4

During any period of remote learning, pupils are required to follow the principles as set out in the relevant ICT Acceptable Use Policy. They are also required to adhere to the School's Behaviour Management and Exclusions Policy whilst engaged in remote learning. All staff are required to follow the principles as set out in the Staff ICT Acceptable Use Policy and Staff Code of Conduct. All users are required to follow the principles of the Online Safety Policy. Further details of the requirements for pupils and staff are set out in Sections 4 and 5 below.

1.5

The remote education plan will be kept up to date and under review in consultation with staff and will demonstrate a consideration of any additional burdens that providing remote education may place on staff and families.

2. REMOTE LEARNING FOR INDIVIDUAL PUPILS

2.1

Assuming an absence has been mutually agreed with the School, parents or carers, and the pupil in question is healthy enough to learn from home, the School will provide work for pupils who are unable to attend The Blue Coat School in person as soon as reasonably practical. If this occurs for an individual pupil, the collation of work and communication with the parent will be coordinated by the pupil's Form Tutor, Set Teacher, Class Teacher or member of the Senior Leadership Team. Remote education should not be viewed

as an equal alternative to attendance in school, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible.

2.2

Form Tutors, Set Teachers or Class Teachers will ensure that a range of high quality, meaningful and ambitious work is available, covering an appropriate range of subjects, but there will be a primary focus on English and maths. This work will be set on a specific digital education platform or will be issued via worksheet packs.

2.3

If a significant number of pupils are absent from School, but the School remains open, then teaching staff will set work for pupils to complete on the digital education platform or via worksheet packs as outlined in Section 3 below. The amount of work set will reflect the length of an ordinary lesson. Pupils/parents should liaise with the Form Tutor/Class/Set Teacher if they have specific queries or concerns.

2.4

A time limit should be set, within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in-person education with the required support in place to meet their needs.

3. REMOTE LEARNING IN THE EVENT OF AN EXTENDED SCHOOL CLOSURE (either full closure or partial closure)

3.1

In the event of an extended full or partial school closure, the School will provide continuity of education in the following ways for children in Reception and Years 1 - 6:

- a) Full remote learning, following the pupils' Distance Learning timetable with regular direct instruction from teaching staff, enabling the pupils to ask questions in real-time and engage with their teacher or peers
- b) The setting of work that pupils complete, written responses (if relevant) completed either electronically or in "hard copy" in pupils' exercise books or on paper
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided.

Children in Nursery will be provided with links to age-appropriate websites and simple worksheets where appropriate. In the event that a Nursery class is required to close for an extended period of time, then a suitable remote learning provision will be made for them via a digital education platform at set times during the day.

3.2

Pupils and staff are expected to have access to the internet whilst at home. Provision will be reviewed accordingly if this is not the case. In the case of technical difficulties, equal access will be provided through the provision of printed resources, supplemented with other appropriate forms of communication between the School and pupils.

3.3

The primary platforms the School will use to deliver continuity of education are:

- Showbie - pupils will continue to access the relevant Showbie classrooms as they would in school
- Google Meet: a link will be posted by the class teacher in pupils' Showbie classrooms to enable communication

Support is available from the School on ictsupport@thebluecoatschool.com if parents are having difficulty accessing this platform.

3.4

The extent to which different methods of instruction are employed is likely to be determined by the length of any School closure (full or partial) and the ability of both pupils and staff to participate in remote learning. For shorter closures, for example, teachers may set work on the digital education platform for submission in person once the School has reopened. For longer closures, teachers would make more use of electronic assessment. The School reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

3.5 The Setting of Tasks

3.5.1

In the event that the School is closed for a period lasting two consecutive working days or more, Form Tutors, Set Teachers, Class Teachers and subject specialists will deliver content in a “live” manner on a regular basis for Reception aged pupils and above. In the event that the School is closed for a period lasting five consecutive working days or more, the Visiting Music Teachers will use the Zoom platform to deliver music lessons to those pupils whose parents have signed the relevant agreement as this must only be used under parental supervision to comply with the Terms and Conditions for this platform.

3.5.2

The Showbie platform used along with a Google Meet allows for resources to be shared, teachers to provide exposition, and pupils to ask questions in “real-time”. Pupils will be provided with details of the schedule across the week, and will be expected to participate in these sessions if they are able to. Live sessions are particularly helpful as they can facilitate dialogic talk with pupils able to respond to staff questions (and vice versa).

3.5.3

Wherever possible, remote education, equivalent in length to the core teaching time pupils would receive in school, would be provided. The frequency and length of live sessions will be subject to change, according to:

- The specifics of any School closure
- The age of the pupils
- The stage of development of the pupils
- Pupils’ independent study skills
- SEND or additional needs of individual pupils.

3.5.4

We would anticipate that the majority of all timetabled lessons will be delivered as live sessions with all other timetabled lessons involving tasks being set with teachers available to feedback ‘live’ as the pupils complete their work. Feedback will normally be provided by the child’s Class Teacher, Set Teacher, Subject Teacher or Form Tutor but where this is not possible, feedback will be provided by another relevant member of the teaching staff.

3.5.5

The School expects that pupils “attend” any live sessions that are on offer, and teachers will record the attendance of pupils for each session to ensure pupils are accessing live sessions.

3.5.6

Through the digital education platform, tasks will be set for pupils in Reception to Year 6 to be completed at home. In most subjects, tasks will be set in accordance with existing Schemes of Work, and these tasks will be designed to, as much as possible, allow pupils to progress through the Schemes of Work at the same pace as if they were in school. For other subjects, remote learning will require pupils and teachers to take a different approach to working through the content but teachers’ tasks should ensure that the

pace of content coverage is as close as possible to in-school teaching so that pupils do not fall behind. The nature of the tasks set should allow pupils to learn independently as far as possible, without the specific support of an adult at home.

3.5.7

The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Working through subject-specific presentations or tasks set by the Class Teacher, Set Teacher, Form Tutor or subject specialist
- Reading and noting new material from a common department textbook or electronic resource
- Watching a relevant video resource and making notes on it or completing work about it
- Completing a listening exercise (e.g. in French)
- Written responses to prompt questions
- Completion of practice questions or past test papers
- Working through relevant exercises offered by external providers (e.g. Atom Learning and Purple Mash)
- Suitable project-based work to complement topics being taught.

3.6 Feedback, Marking and Assessment

3.6.1

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the School employ remote learning.

3.6.2

Work will be set using Showbie, regardless of how pupils' work is eventually submitted. Clear due dates are given to pupils for completion, thereby helping pupils to organise their time. Regardless of the nature of the method of submission, pupils and staff will adhere to the Feedback and Marking Policy and should keep accurate records of all work completed, submitted and assessed.

3.6.3

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work
- Using the "Comments" function on Google Docs, Slides, etc
- Providing whole class feedback through the in-call "instant message" function within a Google Meet
- Feedback via other apps/platforms where appropriate to a specific subject.

4. REQUIREMENTS OF PUPILS

4.1

It is a requirement that pupils will:

- Follow The Blue Coat Values of Being Truthful and Kind; Cheerfully Trying Hard; and Showing Respect at all times whilst engaged in remote learning activities
- Be dressed in school uniform for school work particularly if engaged in any live video
- Be in an appropriate setting for school work (such as a communal living space and not a bedroom) whilst engaged in remote learning, particularly if engaged in any live video)
- Abide by the School's ICT Acceptable Use Policies at all times whilst engaged in school work
- Only use technology for School purposes as directed by their teachers during remote learning sessions
- Only browse, download, upload or forward material that is related to their learning as directed by their teachers
- Report any material that may be considered offensive or illegal (accidentally or otherwise) to their teacher or parent

- Ensure they complete all tasks set on Showbie according to the School timetable
- Remember to check their Showbie every day for details of tasks set
- Understand that sending inappropriate messages or 'spamming' the online chat will be dealt with according to the Behaviour Management and Exclusions Policy
- Understand that recordings will never be made public by The Blue Coat School or its staff or used for any purpose other than to support the teaching, learning and safeguarding of its pupils
- Make sure their communication with other pupils and teachers is responsible and sensible
- Only use language and make comments that are supportive of their own learning and the learning and wellbeing of others
- Maintain the same behavioural standards as would be expected in a real classroom
- Never record (video and/or audio) or take photos of their classmates or teachers during any online interaction using a phone, computer or any other device
- Understand that their use of applications provided by the School will be monitored and logged and will be made available to their teachers.

5. REQUIREMENTS OF STAFF

5.1

It is a requirement that staff will:

- Follow The Blue Coat School Staff Code of Conduct, ICT Acceptable Use Policy, Online Safety Policy, all Data policies and all other School policies at all times
- Ensure that all pupils are spoken to in person at least weekly during term time and at least once during any school holiday period during an extended closure of the School. Staff must withhold their personal phone number if they are using their own device rather than telephoning from school. All conversations must be logged on CPOMS
- Notify a Designated Safeguarding Lead immediately of any pastoral or safeguarding concerns identified
- Wear their School lanyard whilst engaged in remote learning
- Dress in an appropriate manner for school business
- Be in an appropriate communal space for school business whilst engaged in remote teaching and any live video feedback
- Ensure that all live feedback is given during school working hours
- Ensure that feedback is provided to all pupils on work submitted
- Ensure that appropriate work is planned, prepared and set for pupils. This should be sufficient in quantity and quality as far as is possible
- Be mindful of screen time and make reasonable allowances for adequate breaks for pupils
- Work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully
- Ensure that all communications with pupils are through approved School channels such as Showbie or School email addresses
- Ensure that they do not give any personal details to children or parents such as addresses or phone numbers
- Ensure that any recordings for remote learning are for the sole purposes of pupils of The Blue Coat School
- Ensure that they do not record (video and/or audio) of pupils during any online interaction using a phone, computer or any other device
- Attend training provided by the School to ensure they remain confident in their use of digital educational platforms and their associated accessibility features.

6. PASTORAL CARE DURING A FULL OR PARTIAL SCLOSURE

6.1

In event of a school closure (full or partial), the primary responsibility for the pastoral care of a pupil rests with their parents/guardians. However, Form Tutors, Pastoral Tutors and Class Teachers (under the guidance of the Senior Leadership Team) will continue to monitor both academic progress and the general

wellbeing of their pupils by being available to support parents and address any concerns. Parents should contact their child's Class Teacher/Form Tutor/Pastoral Tutor in the usual way if they have concerns or require support. Class Teachers/Form Tutors/Pastoral Tutors will be expected to pass on feedback to the Senior Leadership Team, particularly if there are concerns or a lack of communication.

7. SAFEGUARDING DURING A FULL OR PARTIAL SCHOOL CLOSURE

7.1

In the event of a school closure, pupils, parents and staff are reminded that the school's Safeguarding and Child Protection Policy still applies to all interactions between pupils and staff. In that policy, there are specifically prohibited behaviours and reporting obligations to which staff must adhere, whether they are at home, in the community or at school. Staff also continue to be governed by the Staff Code of Conduct, which encompasses many of the principles and practices set out in the Safeguarding and Child Protection Policy. Any questions or concerns about safeguarding should continue to be raised with the Designated Safeguarding Lead, details of whom can be found in the Safeguarding and Child Protection Policy, available on the School website.

8. POLICY REVIEW AND MONITORING

8.1

This Policy should be read in conjunction with other related whole school policies and documents including: Safeguarding and Child Protection Policy; Staff Code of Conduct; ICT Acceptable Use Policy; and Online Safety Policy.

8.2

The Policy will be reviewed annually to ensure that it complies with current guidance and to ensure that any changes in practices are accurately reflected. It will be presented to the Governors' Teaching, Learning and Curriculum Committee for approval in the Lent Term each year. The minutes of this meeting will be presented to the Governors.