

OUR LADY'S BISHOP ETON'S REMOTE LEARNING POLICY

Revised Government Guidance

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
 - give access to high quality remote education resources
 - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
 - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
 - recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum
- When teaching pupils remotely, we expect schools to:
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
 - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
 - provide frequent, clear explanations, delivered by a teacher in the school or through high quality curriculum resources or videos
 - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
 - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
 - plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities. Ideally, there should be daily contact with the teacher.

There are several different scenarios when it may be necessary to have remote learning in place.

Level 1 – One child who is at home waiting on test result of themselves or household member (approx. 1-2 days)	Work will be placed on the Google Classroom. Daily lessons will match with work that pupils are completing in school. Doodle online homework will be available.
Level 2 – A child isolating due to a positive test in the household (14 days)	Work will be placed on the Google Classroom. Daily Maths and English (Oak Academy). Maths No Problem Workbooks 2 x 3 Other subjects TT Rock stars Phonics (KS1) Doodle online homework IDL for those pupils who have been identified School will maintain contact by phone call at least once per week.
Level 3 – Whole class isolating at home due to a confirmed case of COVID 19 (14 days)	Work will be placed on the Google Classroom. Daily Maths and English (Oak Academy). Maths No Problem Workbooks 2 x 3 Other subjects. TT Rock stars Phonics (KS1) Doodle online homework IDL for those pupils who have been identified Teacher contact twice a day via Google Meet to set expectations, check on any difficulties etc.
Level 4 – Whole School closure	As level 3 for all children.

Accessing our online curriculum

Google Classroom can be accessed online and as an application from Android Play Store or Apple App Store. Doodle Apps can also be downloaded from major App markets including, Apple, Android and Amazon. Pupils have unique logins for each app which have been communicated to parents. In order to relieve stress and anxiety regarding access to online learning, we have also offered parents direct communication through an email dedicated to IT support: ithelp@ourladysbishopeton.com. This will be monitored and school will respond to any queries within office hours. These applications were gradually introduced to you and your child throughout September so that in the event of your child's future absence for any reason, the process will not cause any added anxiety.

Handing in work via Google Classroom

Work is submitted by uploading a photograph of completed work and clicking Turn In or Mark as Done. We are aware that some families will have multiple children sharing the same device and therefore deadlines and hand-in requests will always be set with this consideration and children will be given up to **the end of the following day to submit their completed work**.

Teacher Input

In the event of Bubble Isolation or Full Lockdown: Teachers will use Google Meet to speak to their class at the start of each day to explain to them the Learning Objectives for each of the lessons set and to remind them how and when to submit their work. Teachers will also remind children that they can submit a comment with their work. Teachers will use Google Meet to speak to their class at the end of the day. Teachers who are themselves ill during a Bubble Isolation or Full Lockdown will not be required to provide the above input. A member of SLT will make contact with the class via Google Meet on at least every third day.

Assessment & Feedback

As children will have two days to complete the work set daily, every third day, the end of day Teacher Google Meet will include whole class teacher feedback informed by the completed Oak Academy, Maths No Problem, Doodle, TT Rockstars activities and any comments received from the children. Teachers will identify points for celebration and next steps.

Monitoring engagement

If a child is unwell, there will be no expectation that they complete the work set. Monitoring by the class teacher will identify pupils who have not engaged with the work set. Where difficulties become apparent, families will be contacted by the school to ensure they are able to access the online curriculum and to discuss the general wellbeing of the family.