


# Remote Learning Policy

Including guidance for virtual lessons

THE  
**C**  **MPASS**  
PARTNERSHIP OF SCHOOLS

### **Monitoring, evaluation and review**

The Board of Trustees will assess the implementation and effectiveness of this policy.

The policy will be promoted and implemented throughout all Trust schools.

This Policy will be reviewed by the Board of Trustees on a two-yearly cycle.

Adherence to the policy will be monitored by the School's Local Governing Body.

Policy adopted:	Spring term 2025
Other related policies:	Safeguarding and child protection E-safety Teaching and Learning
Next Review:	Spring Term 2027

## Remote Learning Policy

- Remote learning is delivered when children are unable to access face to face teaching and learning in school with their teacher.
- In the context of a pandemic (like COVID-19) remote learning would be used as a continuation of a child's education when a child is self-isolating or when they are quarantining. It may also take place for a minority of children who have a current letter from their GP stating that they should remain at home.
- Remote learning is online learning, usually delivered through Google Classroom, Tapestry or Showbie.
- This remote learning model is applicable in four distinct circumstances:
  1. Firstly, when a child is unable to attend school (as detailed above)
  2. If we had to close a classroom or school due to restrictions in place in the case of a pandemic.
  3. If a school has to close due to staff shortages or other extenuating circumstances
  4. Lastly, if we enter into a period of complete lockdown (**regional or national, in which schools are closed to the majority of pupils**):

Please note: If a child is unwell, there is no expectation for learning to be completed.

*Due to the complexity of need of children attending, Willow Dene have their own policy and procedures to support remote education.*

One of the benefits of remote learning is that it can support a project or course of study to progress whilst not requiring teachers and learners to be in the same physical space at all times. It is important to consider remote learning within the ongoing development of the whole school: we recognise things may change over time and that there is no 'one size fits all' ideal.

By moving to a remote learning model, routines will change and pose specific challenges to the wellbeing and mental health of staff, learners and parents. The move to remote learning will equally affect the ability of schools to respond to these challenges and provide support to students and staff. In the case of a pandemic, (similar to COVID-19) research now shows us that this has increased extra mental health and well-being concerns for schools, and schools will play an important role in mitigating the negative psychological effects of the crisis for many years to come.

## Rationale

In the case of a widespread pandemic in which there are periods of isolation, quarantine or a lockdown, children need to have the opportunity to continue their high-quality education at home, supported by the skills and expertise of their teacher who may be in school or at home themselves. This policy aims to provide clear guidelines on how children can continue to engage meaningfully in their

education remotely and what parents can expect from their schools during periods of home learning. Remote learning is a partnership. We rely on parents to give us feedback on what is working and what is not so that we can constantly refine and develop our offer so that it is highly effective at keeping children on track with their learning.

Remote learning refers to the teaching, learning activities and learning opportunities provided by the class teacher to our pupils **should any of our pupils or staff have to isolate in accordance with government guidelines during a pandemic, similar to COVID-19** or for a prolonged period of time that involves illness.

This document aims to clarify the implementation of Remote Learning across The Compass Partnership, outlining Health and Safety guidelines, and directions to ensure your child's needs are met as much as we possibly can in this challenging time. In order to deliver a coherent range of curricular experiences, our staff are committed to giving pupils access to learning activities which will meet their needs, building upon prior learning.

## **Teaching and Learning: Roles and Responsibilities**

### **The role of staff:**

- To provide a balance between new learning as well as reinforcing and consolidation of prior learning.
- To provide children who are self-isolating with access to the learning being taught in school, ensuring inclusivity across the curriculum.
- To build upon the skills learned during lockdown as appropriate.
- To promote an ethos of inclusion, respect, fairness and equality.
- To ensure that cyber resilience and internet safety is central to all digital technology.
- To provide support and guidance for pupils.
- To keep abreast of research and the national agenda.
- To engage with effective learning and teaching resources e.g., Oak Academy.
- To foster an open pathway of communication between the school and home where appropriate.
- To adhere to government safeguarding and health and safety guidelines.

### **Staff will:**

- Select an appropriate teaching and learning approach with learning tasks that are complementary and coherent across learning environments.
- Provide a broad range of remote learning tasks.
- Provide at least a weekly comment on children's learning completed in English, Maths and a foundation subject.
- Provide targeted support to learners with particular needs.
- Provide follow up Literacy, Numeracy and Health and Wellbeing tasks for the days your child is not attending school.
- Feedback to pupils in response to questions or requests through Google Classroom, Tapestry or Showbie either individually or as a whole class.
- Consider the most important elements of teaching and learning that are needed and which elements will be more difficult to explain remotely.
- Focus classroom work on key ideas and involve modelling, where possible.

- Make use of remote sessions to check knowledge, independent practice, extended writing pieces to consolidate what they have learned.
- Be mindful that extra support may be required where parents and guardians are less able to do this themselves.

**Please give teachers time to respond to questions or queries...remember the majority of children will still be in school and will require the teachers' immediate attention.**

## **Remote Learning in the Early Years Foundation Stage**

### **Nursery weekly offer**

With younger learners, it is important to remember that activities should be child-led and responsive to the age and stage of development of the child. For nursery aged children, a key component of development is communication and language. Many of the activities that we provide will focus on these social skills and independence, alongside literacy and maths.

Children should not spend too long in front of a screen so if an activity requires work on a device, allow children to also play a game or listen to a story led by you so that they can develop the Characteristics of Effective Learning in the EYFS. This will allow a balance between social, emotional and academic development and will enable you to connect and have fun with your child during the day.

### **Reception Weekly offer** (see Table 4 on p.9)

It is important to remember that activities should be more child-led and responsive to the age and stage of development of the child. For example, some sessions on the timetable will require a short activity followed by some structured play or exploration.

For children in Foundation Stage, there is a certain amount of fluidity to the timetable and flexibility around the particular child. With younger learners, it is important to remember that activities should be more child-led and responsive to the age and stage of development of the child. For example, some sessions on the timetable will require a short activity followed by some structured play or exploration.

Children should not spend too long in front of a screen so if an activity requires work on a device, allow children part of the session playing a game or listening to a story led by you so they can develop skills linked to the Characteristics of Effective Learning in the EYFS. This will allow a balance between social, emotional and academic development and will enable you to connect and have fun with your child during the day.

### **We will provide:**

- Weekly Google meet session: (Time to be decided in each school. This is to share your learning and to spend time with your Teacher and peers.
- Weekly Topic activities
- Weekly Maths and Phonics tasks

**The role of the pupils in KS1 and KS2:**

- To engage in learning through our digital platform - Google Classroom or Showbie.
- To consider everyone's views and ensure everyone feels valued and respected when participating in the live discussion or Google Meet.
- To contribute their views during remote learning.
- To complete remote learning tasks, in the time given.

**The role of parents:**

- To support the school values.
- To foster an open communication between the school and home.
- To use Google Classroom or Showbie to access remote learning materials which support, complement and consolidate school learning.
- To ensure your child completes remote learning tasks online.
- To communicate through the usual channels if they want to discuss something with the teacher.
- To make the school aware of any issues with access to technology.

**Guidelines for Home Learning and Teaching**

We know that the idea of supporting your child's learning can seem daunting. It is important to remember that you are not expected to become a teacher and that your child does not need to learn in the same way as they do in school. The most important aspect is the relationship that you already have with your child, this will enable you to support and reassure them during the time they are learning from home.

On the days that you are engaging with remote learning, plan the day out in advance with your child, doing this will help to reduce pressure or anxiety. Ensure that they have a range of short 'chunks' of time when they are engaged in an activity. Not all activities should require direct adult support, plan so that your child can undertake some activities independently in order to ensure that you can continue to work at home, if needed. It is important to make sure that your child isn't working online all day- factor in time for breaks, lunch, shared activities, time outdoors and fresh air. A variety of different activities such as board games, puzzles or outdoor games and physical activities can help your child to further develop skills such as problem solving, turn taking, cooperating with others and resilience.

The time pupils have at home could allow them opportunities to read more widely. Encourage them to explore some of the shorter texts and extracts to enrich a topic or simply to give them enjoyment.

For learners that are more independent, time spent learning at a distance may involve the role of the teacher as one to provide support, feedback and instruction on a needs basis while pupils work through the curriculum area and its content. This gives pupils a high degree of control over their learning and supports their self-directed and goal-oriented learning.

Where we can, teachers may also consider how to create and maintain a culture of collaboration and trust – through dialogue as well as learning tasks – that contribute to the sense of community, transcending different learning environments. This facilitation may also help dispel the teacher’s own anxieties around different (potentially more distant) relationships with pupils who are less frequently in-school.

### **Online Home Learning Resources:**

- For children who do not have regular access to the internet or a device, paper learning will be provided. Where possible, school will provide a remote learning device or offer a place in school.
- Headteachers will draw up the agreed Medium-Term Plan for each year group and send to teachers to adapt and upload on to Google classrooms/Showbie to provide subject overviews for parents.
- Weekly phonics/reading, writing/GPS, Maths and Foundation subjects such as Science, History and Geography for the week to be uploaded to the online learning platform. Maths answers will also be included.
- EYFS teams will adapt the Compass Weekly Curriculum Offer and agree an EYFS weekly curriculum that meets the needs of EYFS children and use the planning session to share resources.
- When working collaboratively across schools, planning for the week ahead and other materials must be uploaded to the Compass SharePoint Home Learning room by the Wednesday before the following week’s learning commences so teachers can upload the resources to the learning platform or adapt them if they would like to. Teachers must ensure it is clear which day links to the appropriate resource.
- When working within one school, planning should be uploaded to the Year group folder on SharePoint within the relevant school site.
- During a regional or national lockdown, in which school is closed to the majority of children, teachers will upload interactive lessons daily to support home learning for phonics/reading, writing/GPS and maths they are planning for. We will be moving to a remote learning offer of both live and pre-recorded sessions using Google Meets, Loom recordings or Showbie Live. However, other forms of interactive learning can be used instead of or in addition to these such as BBC Bitesize links, Oak Academy and YouTube clips.
- Foundation subjects will match those that are taught in the classroom. Please see the example timetables on p.7. For more detail on each School’s offer please see each School’s ‘Remote Schooling Guidance’ document, available on all school websites.
- During a national or regional lockdown, in which school is closed to the majority of children, weekly interactive ‘community’ sessions through Google Meet or Showbie Live, must occur to maintain meaningful interaction between class teacher and pupils. Take this time to have a circle time, read a story, discuss a philosophical question with your children.

## **Planning for children with Special Educational Needs**

### **Remote Learning for children with SEND**

We recognise that many children with SEND will need a bespoke learning offer and therefore class teachers and Inclusion leaders will work closely with parents to provide this for individual children.

We will use children's current individual targets and information from parents to design the most appropriate learning offer possible. This may include:

- Small group/individual Google Classroom sessions
- Paper resource packs
- Personalised loom video's
- Loan of equipment
- Providing visuals for home
- Access to virtual therapy
- Behaviour support
- Online forum for parental support
- virtual annual review meetings
- Links to appropriate web sites or activities
- Support guides for parents

All children and parents have access to Google classroom, where our schools have enhanced provisions these have their own Google classroom base. This enables them to have direct access to their class teacher every school day. If appropriate children can access class Google meets to provide them with peer social interaction.

### **Safeguarding**

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it's important that schools understand how to approach safeguarding procedures online. We cannot emphasise enough the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. If you have any concerns, please phone the school office or use the contact email address. All information will be treated in confidence and where necessary reported to the appropriate agencies.

The vast majority of our learning will be pre-recorded lessons containing voice-overs or materials from other platforms. We are now leading some live classes across the Trust. Here are some basic principles to safeguard everyone during remote learning:

- Group meetings only. No one-to-one meetings with children unless the parent is present.

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Staff devices used should be located in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background or use the blur background options.
- Live lessons are recorded and stored for 30 days for safeguarding purposes, so that if any issues were to arise, the video can be reviewed.
- After 30 days the class teacher can delete recordings. Any recordings that have safeguarding concerns must be sent to the headteacher for central storage
- Live lessons are accessed by children at the time that they happen and are not uploaded for wider use or use at a later date.
- Parents and Carers are made aware that live lessons and class meetings are recorded for safeguarding purposes and are able to notify the school if they do not want their child to participate.
- Live classes keep to timetabled timings, so they do not impact on other lessons.
- Sessions should not be recorded, shared, or commented on in public forums by parents or pupils
- Pupils must always behave appropriately. The teacher can mute the pupil and can remove them from the session if it is felt that behaviour is not appropriate.
- Cameras should be turned on so that pupils can engage fully in the lesson that is being taught
- Live classes should be kept to a reasonable length of time
- Language must be appropriate, including any family members in the background.
- Schools should risk assess the use of live learning using webcams.
- Data Processors need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products, use of unauthorised copyrighted materials).

Moving forward as a Trust, through the development of a blend of in-school and remote learning, teachers can support pupils and help to individualise learning; increase learners' autonomy, motivation and agency; improve learning skills towards becoming self-directed learners. The school will undertake regular reflection and continuous development: the remote learning approach– particularly as it is a new approach for the school – requires constant adaptation of teaching based on reflection (self-evaluation and by others) and feedback, in order to respond to the learners' needs effectively.

This offer will be reviewed and amended if we were to enter into another period of national lockdown, following a pandemic, similar to COVID-19. In the tables below we identify our Curriculum offer in three different circumstances. It is important to note here, following recent research from GOV.UK

<https://www.gov.uk/government/publications/covid-19-mental-health-and-wellbeing-surveillance-report/7-children-and-young-people> that we acknowledge the impact of children's mental health and well being following periods of lockdown and we reflect both PSHE and Physical Education/Activity within the timetables below. A specific focus, at least weekly, on personal, social and emotional and health education needs to be planned for, alongside weekly time for physical activities.

If you feel a child is adversely affected by the lockdown please contact your child's School and arrange to speak to the School's Learning Mentor or Mental Health First Aider for further advice and support.

Recent government guidance launched during the lockdown period, 'Restricting attendance during the national lockdown' states that we must provide 3 hours remote learning for children in KS1 (less for younger children) and 4 hours for children in KS2. This is reflected in example timetables below.

**Table 1**

<b>Compass Weekly Curriculum Offer</b>				
<b>During a school day when one child+ is isolating. Class work and tasks are accessed through Google/Showbie Classrooms</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Daily fitness of 20 mins</b>				
Maths	Maths	Maths	Maths	Maths
Reading	Reading	Reading	Reading	Reading
Writing/GPS	Writing/GPS	Writing/GPS	Writing/GPS	Writing/GPS
Science	Art/DT	History	Geography	RE
<b>PSHE /circle time at least 3 times weekly</b>				

**Table 2**

<b>Compass Weekly Curriculum Offer</b>				
<b>During a school day when there is a class or 'bubble' closure due to a a period of isolation.</b>				
<b>A live meet/Registration (am and pm) with the class teachers and peers</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Daily fitness of 20 mins</b>				
Maths	Maths	Maths	Maths	Maths
Reading	Reading	Reading	Reading	Reading
Writing/GPS	Writing/GPS	Writing/GPS	Writing/GPS	Writing/GPS
Science	Art/DT	History	Geography	RE
<b>PSHE /circle time at least 3 times weekly</b>				

**Table 3**

<b>Compass Weekly Curriculum Offer</b>				
<b>An example during a regional or national lockdown in which school is closed to the majority of children.</b>				
<b>One whole school Assembly</b>				
<b>A weekly live meet with the class teacher</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily (am and pm) registration and outline for the day</b>				
<b>Daily fitness of 20 mins</b>				
Maths	Maths	Maths	Maths	Maths
Reading/Phonics	Reading/Phonics	Reading/Phonics	Reading/Phonics	Reading/Phonics
Writing/GPS	Writing/GPS	Writing/GPS	Writing/GPS	Writing/GPS
Science	Geography	History	Art/DT	Community
<b>PSHE /circle time at least 3 times weekly</b>				

**Table 4:** Example timetable for a child in Reception

# Note- for children in Foundation stage, there is a certain amount of fluidity to the timetable and flexibility around individual children's needs.

	9.00 - 9.30	9.30-10.00	10.00-10.10		10.10-11.00	11.00 - 11.20	11.20-12.20	12.20 - 1.30	1.30-1.40	1.40-2.00	2.00 -3.00
Mon	Maths lesson	Literacy lesson	Registration Google Meet	X2 weekly meets will be extended here for group sessions	Break	Phonics lesson	Lunch	Topic task	Registration Google Meet	PE Fitness challenge	Wider curriculum lesson: -Assembly -Story time PSHE -French -Music Designated reading time
Tues	Maths lesson	Literacy lesson	Registration Google Meet		Break	Phonics lesson	Lunch	Topic task	Registration Google Meet	PE Fitness challenge	History/Geography

Weds	Maths lesson	Literacy lesson	Registration Google Meet		Break	Phonics lesson	Lunch	Topic task	Registration Google Meet	PE Fitness challenge	French Language Angels
Thurs	Maths lesson	Literacy lesson	Registration Google Meet		Break	Phonics lesson	Lunch	Topic task	Registration Google Meet	PE Fitness challenge	PSHE
Fri	Maths lesson	Literacy lesson	Registration Google Meet		Break	Phonics lesson	Lunch	Topic task	Registration Google Meet	PE Fitness challenge	Assembly

### Key Considerations:

- When children are accessing remote learning at home, consideration needs to be given to the amount of screen time this will require. Our guidance would be **three hours for KS1** (less for younger children) and **four hours for KS2** over the day. Please consider this when planning your activities/lessons for the children.

School level agreements during a regional or national lockdown, in which schools are closed to the majority of pupils:

Teachers or leaders will communicate with groups of children about their learning daily via **live messaging**, e.g.

Good morning Year 5, the learning for today has been uploaded. Please click on the link to view the video to support you. I am online to help you so please post any questions onto the message board. Have a fantastic day and try your best to attempt all learning.

Tuesday 10:45-11:45 Reading task  
 Wednesday 11:00-12:00 Maths task  
 Thursday 10:45-11:45 Topic-based research task

- Contact parents of children who are not accessing online learning to discuss reasons and offer support. *Please view the Risk Assessment regarding to calls to parents from home and the call log.*
- Provide regular feedback on learning that is uploaded and completed within that week.
- Weekly activities to be uploaded to Google Classroom, Showbie (Tapestry for Reception) every Monday by 9am. *\*Some parents, due to work commitments, may request this the night before to help with planning learning with their child.*

**Please note \*Teachers** you can also schedule the work to upload on a daily basis as long as this is consistent and clear for your class every week. You may also wish to upload spellings on a termly basis broken down into weekly targets.