



Aims

The policy describes how we will maintain the education of pupils during full/partial closure of an ELT school; from illness epidemic, extreme weather, power-loss, etc.

Carterhatch Junior School's individual Remote Learning Guidelines can be accessed [here](#).

Implementation

Where a class, group or small number of pupils need to self-isolate, or there is a local /national lockdown, we will continue to support pupils' learning at home, through a strong model of remote learning.

Using a learning platform (Google classroom and/or Seesaw) our schools will ensure:

- o 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**
- o Access to **high quality remote education resources**
- o **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
- o **Printed resources**, such as textbooks and workbooks, for pupils who **do not have suitable online access**
- o **Working with families** to deliver a broad and ambitious curriculum where younger pupils and some pupils with SEND **may not be able to access remote** education without adult support.

Our schools will:

- o Set assignments so that pupils have **meaningful and ambitious** work each day in a **number of different subjects**
- o 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
- o Provide **frequent, clear explanations of new content**, delivered by a teacher in the school or through high quality curriculum resources and/or videos.
- o **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
- o 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
- o Plan a programme that is of **equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers**

Our schools will:

- o Consider these expectations in relation to the pupils' age, stage of development and/or special educational needs and demand on parents' help or support.
- o Avoid an over-reliance on long-term projects or internet research activities.
- o Ensure staff are provided with the training and support to deliver remote learning effectively.

A Tiered approach

In implementing this policy, each school will consider remote learning for:

Tier 1: Individuals

Tier 2: Partial closure

Tier 3: Full closure

Within each tier, each school will provide detail of:

- Its **digital learning platform** and how it will be used.
- **Alternative** arrangements for those not able to access the digital platform.
- **Subjects** to be delivered.
- **Curriculum content** for each subject.
- **How** the content will be taught.
- The **number** of tasks to be completed each day.
- **How much time** in a day should be spent on each task.
- How the content will be **assessed**.
- How pupils will be **feedback to**.
- The **resources** to be used.
- **Roles and responsibilities** of pupils, staff and parents.
- **Safeguarding** protocols.
- How **parents can access support** and communicate with the teacher.

Pupil and Online Safety away from school

Schools will create their own protocols, based on the standards and expectations described below:

- National Teacher Standards
- ELT Code of Conduct
- ELT Safeguarding and Child Protection Policy and COVID-19 Addendum.
- ELT Online Safety guidance
- ELT Online Safety “What do we do if?”
- ELT Acceptable use agreement (pupil)
- ELT Home and remote working guidance
- ELT Data Protection policy
- ELT Privacy Notice
- ELT Behaviour policy

Members of the Designated Safeguarding Team and senior leaders will monitor the implementation of the above.