Crown House School Remote Learning Policy

1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school.
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

3. Resources

Resources to deliver this Remote Education Plan include:

- Use of online tools/school subscriptions.
- Use of video for pupil discussions, teacher instruction and modelling, addressing misconceptions or provide extension work
- Live teaching (online lessons)
- Pre-recorded teaching
- Printed paper packs produced by teachers
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Project work

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning

- Pupils will study a broad range of subjects, including all aspects of the National Curriculum for Key Stages 1 and 2, as well as the Early Years Foundation Stage Curriculum
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble/class is completing within school through the use of Microsoft Teams
- Activities will be varied and not solely consist of 'screen time'; for example tasks that include physical activity, investigations and creative learning activities.
- Staff will have access to a wide variety of resources to share remotely
- Resources will be quality assured by subject and senior leaders, who will moderate what is being shared with children
- Staff will have the training they need to provide online learning safely, including child protection training, access to KCSIE and the staff code of conduct as well as support from the helpdesk.
- All pupils will have access to the resources they need to learn.
- Teachers will communicate the purpose of activities and their success criteria for pupils, by verbally sharing for each learning session.