
Great Gaddesden C.E. (VA) Primary School



Remote Learning Policy

Date adopted: Oct. '20

Overview

At Great Gaddesden, we recognise the importance that a good quality remote learning provision can offer in the event of a child being away from the classroom. This policy aims to provide all stakeholders with a concise, useful and purposeful overview.

Rationale

Our policy has considered research conducted by the Education Endowment Foundation.

When implementing strategies for remote learning, we consider: -

- remote teaching and learning will be different than face-to-face teaching
- different approaches to remote learning will be used to reflect the content of the learning
- approaches to remote learning will be different in order to be age appropriate

The school has identified three main scenarios for remote learning to take place: -

1. An individual child self-isolating
2. Whole bubble closure
3. Whole school closure

Scenario One - An individual child/family are self-isolating

If a child is required to self-isolate following Government Guidance, the pupil's school work will be emailed to the parents of the pupil, via the school office. The school will aim for this to be done on the first whole school day of absence. The work will reflect the outcomes of the class' in-school lessons and will include a range of subjects. These will include, but will not be limited to: Maths, English, Reading, Science & Topic. This work will be looked at by the class teacher and a general comment will be shared in a timely manner.

Scenario Two - Whole Bubble Closure

In the event of a whole bubble closure, teaching will be moved to our remote learning platform: Google Classroom. For Early Years - Year 2, this will be using a portal whereby parents can access the work set by the class teacher; For Year 3 - 6, this will be for the children to log in and complete the work set. This work will also be displayed on the school website, on the class page. For UKS2, the class teachers may choose to use Google Meet to have 'check-in' meetings with the children. Depending on lesson content, class teachers may choose to offer some lessons using the google programme 'slidemia'. This will give the teacher the opportunity to include a short video to enhance the teaching and learning. For UKS2 remote learning, this may include both synchronous and asynchronous teaching. (see definitions below)

Scenario Three - Whole School Closure

In the event of a higher level of restrictions which results in the closure of the whole school, the teaching and learning offer will be similar to Scenario Two. The school will be mindful of the challenges that families may be facing as a result of whole school closure and will adapt their expectations and work accordingly. (e.g. siblings all at home, families of key workers, IT facilities a potential barrier)

Monitoring

e-Learning Walks

With the support of subject leaders, the Senior Leadership Team (SLT) will review the quality of learning opportunities via remote learning.

Scrutiny of work expectations

Throughout a closure, SLT will review the work offered to all children in each year group to ensure that it is in line with the National Curriculum.

Feedback from parents

Regular feedback from parents regarding the remote learning offer, will be sought in order to adapt and respond to the needs of our families.

Definitions

Synchronous learning : engaging in activities at a specific day/time, requiring everyone to be online for a specific event.

Asynchronous learning: engaging in activities at any time, working at their own pace. .