



# **HYDE PARK JUNIOR SCHOOL**

## **REMOTE EDUCATION POLICY**

### [Introduction](#)

Our school aims to produce inclusive, confident and enterprising learners, who are brave, curious, optimistic and kind and ready to embrace the future.

During any period of partial or whole school closure or periods of isolation, most of our children will need to access learning remotely. The purpose of this policy is to describe our arrangements for home learning during closures because of the coronavirus pandemic. The home learning needs to encourage the children to be the confident learners our vision seeks and to be accessible to all. These arrangements need to be supportive of parents and carers who are important in helping the children access learning from home.

### [Intent](#)

- To facilitate the continuity of learning during the pandemic while schools, or some parts of school, are officially closed
- To set guidance around expectations for learning remotely and those who may be part of 'Educare' in school
- To enable children to be responsible for their own learning appropriate to their age
- To encourage as much independence as possible in the learning process
- To give children the opportunity to broaden and consolidate their learning
- To give the children the opportunity to practise basic skills and learn essential knowledge.
- To create a partnership with parents and carers in the learning process, as all children will rely on parental support.

### [Implementation](#)

Our Home Learning expectation is for children to access, on a weekly basis, lessons relating to the full curriculum they would receive in school.

The learning activities will be specific to each year group with clear expectations given by the year group teaching teams. The learning will aim to continue from the point the children had reached at school closure, support progress and consolidate previous learning

To ensure the full implementation of our home learning package, staff follow certain guiding principles:

- Children should have equal access to the resources needed to complete their home learning.
- Home learning should be accessible for all abilities and adjusted where needed to meet individual needs
- Where children do not have access to online learning/devices the school will endeavour to ensure families can borrow devices suitable for accessing the learning.
- Teachers should work with and support parents/carers in enabling children to complete their remote learning well.
- Teachers should keep parents/carers informed if there are any concerns about the standard of remote learning activities or the lack of completion. Parents/carers will also follow the certain guiding principles:
  - Parents/carers will support their children in accessing the remote learning.
  - If children or the parents/carers are finding the remote learning difficult to complete for whatever reason, they will communicate this with the class teacher who will be able to support.
  - Parents/carers will ensure that their children are completing the remote learning on a daily basis. Microsoft Teams All children will have secure access to Teams for their remote learning. Learning grids, video lessons and learning resources will be available both on Teams and on the school website before Monday morning, as feedback from parents has indicated that many of them like to have some flexibility over completion times to facilitate sharing devices in the home. Teachers will be available online to answer questions give feedback on a range of pieces of learning they have asked to be uploaded, giving guidance and next steps to support adults supervising at home. Some activities will be automatically marked. Children will also have key websites signposted to them according to the child's age and stage of learning. The minimum expectation for remote learning daily is four hours working from the activities set by teaching staff. Teachers will provide regular feedback via Teams, and where this is not the case through regular emails or telephone calls. Parents will be sent the log in details for their child/children. They will be reminded of safe internet use but it is for them to ensure that all expectations for use are adhered to; while the children are on-line the children should be carefully supervised. Teachers are aware that many children will need to share devices at home, so learning will be pre-recorded wherever possible. Children can then take a photo of their work and upload it at a convenient time.

#### [Equal Opportunities and Special Educational Needs](#)

Where children do not have access to an online electronic device, the school will identify these children across the school. From this they will then loan a school device to facilitate access, enabling these pupils to have the same opportunities.

#### [Impact](#)

The school will monitor that all children are accessing the learning, by checking log-ins and also dialogue between teacher and pupils. Where children are not accessing learning, members of staff will make direct contact with the families to ascertain the reasons for non-completion. If this is something that the school can support with, it will. There could be various reasons for this but the

school will support the family as much as possible while also being clear that this is an expectation for the child(ren) to access and complete the learning. Initial contact will be made by the class teacher, where this does not have a positive outcome the leadership team will then make contact. If there are 'at risk' children not accessing learning following the various interventions, it will be positively encouraged for the child to attend the 'Educare' provision. It is vital that all the children at Hyde Park Junio School are accessing learning throughout this period of time. The senior leadership team will check that there is a consistent approach to the delivery of the remote learning policy. Within this monitoring, the team will be ensuring that there is complete curriculum coverage throughout the time for remote learning due to school closure. As there are so many variables within this linked to: the period of time for remote learning; when the children will return to school; and the difference between how much remote learning has been completed by individuals, there will be a period of assessment once they return to school. The leadership team, in partnership with guidance from the DfE, local authority and Horizon MAT Learning Board, will consider a thorough, school wide approach to children starting back at school. This will provide a baseline for the children that clearly identifies gaps in learning, enabling the team to address the possible imbalance of learning during the remote learning phase (linked to COVID19). It is critical that the children secure good progress once they return to school ensuring there is no long-term impact on their learning and attainment/progress.

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