



Green Ridge Primary Academy

Remote Learning Policy

From 22nd October 2020, until the end of the academic year, schools had a legal duty to provide remote education to all pupils who require it. This policy reflects the school approach to ensuring this legal duty is met. More details can be found in [Appendix A](#).

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Statement of intent

At Green Ridge Academy, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'

1.3. This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- E-Safety and Data Security Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Feedback Policy
- Health and Safety Policy
- Attendance Policy

2. Roles and responsibilities

2.1. The governing body is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school is supporting pupils to resume education, including arrangements for learning at home where needed.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.

- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that any relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that any pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.3. The SBM is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.4. The DSLs are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the Trust IT team to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.

- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.
- Pay due regard to national guidance on safeguarding for online learning, including that published by the DFE and NSPCC.

2.5. The SENCO is responsible for:

- Liaising with the teachers to ensure that the remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.6. The Trust IT team are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.7. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the SBM and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSLs and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the Trust IT Team.
- Adhering to the Staff Code of Conduct at all times.

2.8. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs [8.1](#) and [8.2](#) of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs [8.1](#) and [8.2](#).
- Reporting any absence in line with the terms set out in paragraph [8.6](#).
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.9. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs [8.1](#) and [8.2](#) of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

3. Resources

Learning materials

- 3.1. The school will predominantly use Microsoft Teams to provide our remote learning. Each lesson uploaded will be saved with date, followed by the year group and the subject (e.g. Monday 11th January 2021 – Year 3 – History) to allow pupils to easily access the most up-to-date lessons each day. These will follow our normal weekly timetable so will be uploaded throughout the day. Lessons will incorporate similar methods to those used in class.
- 3.2. Within the lesson videos, pupils will be set tasks to complete independently and are encouraged to submit regular evidence of their completed learning (pictures, word documents or other appropriate alternative) via Microsoft Teams. Teachers may provide additional resources, such as worksheets, support sheets, word banks, etc. to support and challenge pupils. The teachers will provide regular feedback to the pupils as outlined in [section 7](#).

- 3.3. Early Years staff (Nursery and Reception) will upload short videos to Tapestry. These will include activities, linked to their curriculum, that the pupils can complete at home.
- 3.4. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
- 3.5. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 3.6. The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure that where it is appropriate and practical, they regularly recreate aspects of in-person interactivity, e.g. providing questions to think about, providing time for pupils to reflect and modelling to pupils how they can complete their learning.
- 3.7. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.8. The school will review the resources pupils have access to and adapt learning to ensure it is accessible for all.
- 3.9. Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- 3.10. Where appropriate, the SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.
- 3.11. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff (Assistant Head for Key Stage or the Headteacher).
- 3.12. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
- 3.13. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their academy trust (Reach2).
- 3.14. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.15. Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback on learning in line with [section 7](#) of this policy.
- 3.16. The Trust IT Team are not responsible for providing technical support for equipment that is not owned by the school.

Costs and expenses

- 3.17. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.18. The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.19. The school will not reimburse any costs for childcare.

4. Online safety

- 4.1. This section of the policy will be enacted in conjunction with the school's E-Safety and Social Media Policy
- 4.2. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- 4.3. During the period of remote learning, the school may contact with parents/carers to:
 - Reinforce the importance of children staying safe online.
 - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
 - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
 - Direct parents to useful resources to help them keep their children safe online.
- 4.4. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Data protection

- 5.1. This section of the policy will be enacted in conjunction with the school's E-Safety and Data Security Policy.
- 5.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 5.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 5.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

- 5.5. The school will not permit paper copies of contact details to be taken off the school premises.
- 5.6. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 5.7. Any breach of confidentiality will be dealt with in accordance with the school and Trust's procedures.

6. Marking and feedback

- 6.1. All schoolwork completed through remote learning must be:
 - Finished when returned to the relevant member of teaching staff.
 - Returned on or before the deadline set by the relevant member of teaching staff through the class email account (typically before the next school day).
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
- 6.2. To ensure that the children are supported during remote learning, teachers will be providing children with feedback for learning they have completed. The children will submit their learning to their class teacher via Teams. Feedback will usually be given for any learning submitted on time (by the end of the next day). The exception to this may be when instant feedback is provided (i.e. answers are provided).
- 6.3. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 6.4. Throughout the week, teachers will make a note of which children have sent in their learning. Teaching staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.

7. Health and safety

- 7.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 7.2. If using electronic devices during remote learning, pupils are encouraged to take a five-minute screen break every hour.

8. School day and absence

- 8.1. It is expected that pupils designate a similar length of time to their remote learning as they would to their learning at school. Therefore, they may choose to stick to the school timetable and start learning at 9:00am and finish at 3:15pm with time allowed for screen-breaks, a break-time and a lunch-time.

- 8.2. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are encouraged to take them whenever necessary.
- 8.3. Pupils who are unwell are not expected to complete their remote learning until they are well enough to do so.
- 8.4. Parents will inform their child's teacher via the class email if their child is unwell.

9. Communication

- 9.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 9.2. The school will communicate with parents about remote learning arrangements as soon as possible.
- 9.3. The headteacher/deputy headteacher will communicate with staff as soon as possible about any remote learning arrangements.
- 9.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
- 9.5. As much as possible, all communication with pupils and their parents will take place within the school hours.
- 9.6. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 9.7. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 9.8. The headteacher/deputy headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

10. Monitoring and review

- 10.1. This policy will be reviewed on an annual basis by a member of SLT.
- 10.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 10.3. The next scheduled review date for this policy is September 2022.

APPENDIX A:

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. Legal framework

1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:

- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'How schools can plan for tier 2 local restrictions'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

1.2 From 22 October 2020 to end of 2020/2021 academic year the school, in collaboration with the Reach2 Academy Trust, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:

- Providing remote education to all pupils of compulsory school age.
- Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.
- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Guidance for full opening.

2. Teaching and learning

- 2.1 The school will ensure staff and pupils follow the school's E-Safety and Data Security Policy when working and learning remotely.
- 2.2 All pupils will have access to high-quality education when learning remotely.
- 2.3 The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:
 - Ensuring pupils receive clear explanations.
 - Supporting growth in confidence with new material through scaffolded practice.
 - Application of new knowledge or skills.
 - Enabling pupils to receive feedback on how to progress.
- 2.4 The school predominantly use Teams to provide our remote learning. Lessons will be uploaded to each year group 'Team' for pupils to access. These will follow our normal weekly timetable and lessons will incorporate similar methods to those used in class.
- 2.5 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- 2.6 When teaching pupils who are working remotely, teachers will:
 - Set tasks so that pupils have meaningful and ambitious work each day.
 - Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
 - Provide frequent, clear explanations of new content through high-quality curriculum resources through educational videos.
 - 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.
 - Plan a programme that is of equivalent length to the core teaching pupils would receive in school.
- 2.7 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- 2.8 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- 2.9 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 2.10 The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for

in-person teaching such as video demonstrations or the use of nationally available resources.

- 2.11 Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.
- 2.12 The school will remain cognisant of families who do not have access to the resources required for remote education and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained.
- 2.13 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 2.14 Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:
 - Pupils in Years 3 to 11
 - Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice
 - Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site
- 2.15 Before distributing devices, the school will ensure:
 - The devices are set up to access remote education.
 - Appropriate safeguarding controls and support are in place to help pupils use the devices safely.
- 2.16 Once devices are ready for collection, the school will either arrange for them to be collected by pupils or their parents from school, or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.
- 2.17 The school will ensure all recording procedures have due regard for the relevant data protection legislation, including the Data Protection Act 2018 and the General Data Protection Regulation.
- 2.18 The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

3. Returning to school

- 3.1 The headteacher/deputy headteacher will work with the Trust to ensure pupils who have been learning remotely only return to school when it is safe for them to do so.
- 3.2 After a period of self-isolation, or the lessening of local restriction rules, the headteacher/deputy headteacher will inform parents when their child will return to school.

- 3.3 The headteacher/deputy headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

4. Monitoring and review

- 4.1 This policy annex will be reviewed in line with any updates to government guidance.
- 4.2 All changes to the policy will be communicated to relevant members of the school community.

APPENDIX B:

Information for Parents

This information is intended to help pupils and parents/carers understand what to expect from remote education if pupils are required to remain at home for reasons related to Covid-19.

1.1 The remote curriculum: what is taught to pupils at home?

A pupil's first day of being educated remotely will look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

1.1.1 What should my child expect from immediate remote education in the first day of pupils being sent home?

During the first day of remote learning, pupils are encouraged to access resources that are freely available online. These could include but are not limited to:

- Green Ridge Phonics Videos
<https://www.youtube.com/channel/UC8Zd4CilrtYXrtyE2aaMFnw/playlists>
- Oak National Academy Learning Resources
<https://www.thenational.academy/>
- BBC Bitesize Catch-Up Lessons
<https://www.bbc.co.uk/bitesize/articles/zknj4xs>
- White Rose Maths Lessons
<https://whiterosemaths.com/homelearning/>

1.1.2 Following the first day of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We want to ensure that we continue to provide our curriculum to your child during this time. As such, we plan to deliver their weekly class lessons as they would occur normally within the weekly timetable.

Teachers within each year group will record their planned lessons within all areas of the curriculum, but these will predominantly be presented in the form of videos. These videos will include activities, pauses to consolidate and, in some cases, answers to questions, allowing children to self-assess their own learning. These videos can be accessed via Microsoft Teams (Years 1-6) or Tapestry (Early Years).

Lessons will be uploaded daily. If you miss a lesson, they can be re-watched but please keep up-to-date and establish these lessons as part of a daily routine, otherwise your child will miss essential curriculum learning.

Early Years staff (Nursery and Reception) will upload short videos to Tapestry. These will include activities, linked to their curriculum, that the pupils can complete at home.

1.2 Remote teaching and study time each day

1.2.1 How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Total number of hours per day	<i>Minimum of three hours per day for Key Stage One; four hours per day for Key Stage 2</i> <i>(Please note that the videos will not total 3/4 hours. Time is allowed for pupils to complete the activities/independent learning set within those videos)</i>
Breakdown of hours	<i>Please note that these times are approximate, and are 'up to'.</i> Morning <i>SPaG/Phonics – 30 minutes</i> <i>English – 1 hour</i> <i>Maths – 1 hour</i> <i>Reading Skills – 30 minutes</i> Afternoon <i>Non-Core/Science #1 – 1 hour</i> <i>Non-Core/Science #2 – 1 hour</i>

1.3 Accessing remote education

1.3.1 How will my child access any online remote education you are providing?

As mentioned previously, we are delivering our remote learning via Microsoft Teams (Years 1-6) or Tapestry (Early Years).

Microsoft Teams has been chosen as our main remote learning platform as it has the added benefit of allowing teachers to upload additional resources (such as worksheets, scaffolds, word banks, etc.). This allows us to further replicate classroom teaching and ensures appropriate resources can be uploaded to support pupils in accessing the learning independently.

Each year group has their own 'Team' where they can access their learning. Information on how to access and navigate Microsoft Teams can be found on the 'Transition to Teams' letters that were sent out in January and February. If you have any further difficulties, please contact the school via admin email address (admin@greenridgeacademy.co.uk) and your email will be directed onto the appropriate member of staff.

Within each year group 'Team', there are sub-channels for different subject areas as well as sub-channels for well-being resources and additional learning resources. A timetable will be uploaded to the 'General' sub-channel each morning detailing the lessons that will be uploaded that day allowing pupils to easily find their learning materials. These will follow our normal weekly timetable. Morning lessons will be uploaded by 8:45am and afternoon lessons will be uploaded by 12:30pm. Lessons will incorporate similar methods to those used in class.

Using pre-recorded video lessons affords pupils the opportunity to re-watch videos or sections of videos when they are unsure of a concept being taught and also provides families with multiple siblings flexibility with timings (i.e. they can choose when to access the videos and share devices, if necessary).

As mentioned above, Early Years staff (Nursery and Reception) will upload short videos to Tapestry. These will include activities, linked to their curriculum, that the pupils can complete at home.

1.3.2 If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their academy trust (Reach2). If you feel that that you are lacking the technology required to access the remote learning, please contact us at: admin@greenridgeacademy.co.uk. Where devices are provided, pupils and parents/carers will be required to maintain the upkeep of this equipment.

If printed resources are required to supplement the remote learning or as a substitute for it, please contact the school via the admin email address and the class teacher will arrange suitable resources, linked to the remote learning, to be made available.

1.3.3 How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

We appreciate that it is difficult to replicate the classroom setting from home. To continue providing a broad and balanced curriculum, plans will be adapted to ensure that the learning remains fully accessible and inclusive. This means that your child can continue with the curriculum as planned and will consequently have fewer gaps within their learning when they return to school.

The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure that where it is appropriate and practical, they regularly recreate aspects of in-person interactivity, e.g. providing questions to think about, providing time for pupils to reflect and modelling to pupils how they can complete their learning. We also recognise that some pupils may need additional resources to help them access the learning. Therefore, where appropriate, teachers may upload a range of scaffolds/worksheets to support pupils' independence.

Pupils will be set tasks to complete independently and are encouraged to send regular evidence of their completed learning (using the Teams 'turn in' button or by attaching pictures - or other appropriate alternative) so feedback can be provided.

1.4 Engagement and feedback

1.4.1 What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

It is expected that pupils access all the remote learning provided to ensure that there are no gaps in knowledge/understanding that will hold them back in subsequent learning in school. However, we recognise that it can be difficult to manage home-schooling whilst working at home and/or supporting the home learning of siblings within the same household. Therefore, if this is proving unmanageable, parents/carers should contact the teacher via the class email account (see above) so that alternative arrangements can be put in place.

For the vast majority of the remote learning provided, the pupils should be able to access it independently as it will replicate the learning done in class. For this reason, pupils should be encouraged to complete it independently and not be over-reliant on parent/carer support. If pupils, cannot access the learning for any reason, it can be adapted or simplified to suit the needs of the pupil.

It may be useful to have a set routine in place for your child/children to ensure that they remain on-task and motivated with the learning set for them.

1.4.2 How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

To ensure pupils are engaging with the remote learning, we will be 'registering' the children. This takes place once a week and is based on their responses to the remote learning. If they have not submitted learning via Teams (or the class email address), then the class teacher will be in contact with you to review how you are accessing the curriculum resources.

If you are using printed resources, please submit pictures of completed learning via Teams so the class teacher is aware that learning is being completed.

1.4.3 How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

At Green Ridge, we recognise that an essential part of the learning process is within the feedback given. Where appropriate, answers will be provided by the teacher in the video, allowing pupils to self-assess at the point of learning. This ensures any misconceptions can be quickly addressed.

We also ask that, where possible, you submit evidence of the learning within Teams. This allows class teachers to respond and provide feedback to the child. We ask learning to be submitted no later than by the end of the following day to ensure timely feedback can be provided. If learning is submitted after this point, feedback may not be provided on the child's learning.

Feedback will usually be given for any learning submitted within the time frame mentioned above. The exception to this may be when instant feedback is provided (i.e. answers are provided).

Written feedback will typically consist of 1 positive comment about the pupil's learning and 1 'next step' which will direct the pupil to something they need to check in their learning or provide them with an additional question to stretch their understanding.

1.5 Additional support for pupils with particular needs

1.5.1 How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure that the learning provided is accessible to all pupils so that all pupils remain fully supported for the duration of the remote learning period. There are many ways that teachers may ensure the learning is accessible. These include but are not limited to:

- Clear modelling within the videos so that pupils can follow the same method used by the teacher.
- Differentiation (providing resources/techniques that pupils can use to help them access the independent learning).
- Providing alternative tasks/challenges that pupils could complete.
- Providing printed resources to pupils.

If you feel that the learning provided is not suitable, you should contact the class teacher via the class email address provided.

1.6 Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

1.6.1 If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

For pupils who are self-isolating whilst the remainder of the class stays in school, teachers will upload lesson resources so that those at home are not missing out on lesson content. They may also be directed towards online resources that will replicate the learning completed in school to ensure that pupils can continue to follow the curriculum as planned and are not disadvantaged through their self-isolation. These may include but are not limited to:

- Green Ridge Phonics Videos
<https://www.youtube.com/channel/UC8Zd4CilrtYXrtyE2aaMFnw/playlists>
- Oak National Academy Learning Resources
<https://www.thenational.academy/>
- BBC Bitesize Catch-Up Lessons
<https://www.bbc.co.uk/bitesize/articles/zknj4xs>
- White Rose Maths Lessons
<https://whiterosemaths.com/homelearning/>

Pupils can also continue to send learning via Teams to allow the teachers to provide feedback on what has been completed.

Further Information

If you have any questions regarding our remote learning arrangements, please don't hesitate to contact us at: admin@greenridgeacademy.co.uk