Copnor Primary School

Remote Learning Policy

Rationale
The school's priority is always to deliver high-quality face-to-face education to all pupils. Therefore, remote education will only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

When will the school offer remote learning?
Attendance is mandatory for all pupils of compulsory school age. Copnor Primary School will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:
- occasions when the Senior Leadership Team (SLT) decide that it is not possible for Copnor Primary School to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend Copnor Primary School but are able to continue learning, for example, pupils with an infectious illness

The government in its non-statutory guidance, Providing Remote Education: Guidance for Schools (available at: https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools) states: ' In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.' Therefore, the school will offer remote education using the following table:

When a pupil is away from school because…	..for a period of…	…the school will provide the following learning resources
They are unwell with a childhood illness	Up to 3 school days	Not applicable – a child too ill to be in school is too ill to learn at home.
They are unwell with a childhood illness that is on the Exclusions list and where the child is not permitted to be in school: https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/exclusion-table Any other condition where the child is unable to attend school (these will be considered on a case-by-case basis).	From day 4 (school days) until their return to school	Age appropriate and ready-made curriculum work pack (see below for more details). Child to use as and when they start to feel better.

Where needed, Copnor Primary School will consider providing remote education equivalent in length to the core teaching pupils would receive in school, including recorded or live direct teaching time, as well as time for pupils to complete tasks independently (see below). Value will be placed on ensuring that the holistic elements of school are maintained as much as possible for the children. Therefore, live lessons/ live periods of time will be organised so that the child/children at home is able to interact online with their classmates.

Timings

Copnor Primary School will offer the following amount of online (remote) learning each day, in line with the guidance:

- 3 hours a day on average across the cohort for key stage 1, with less for younger children
- 4 hours a day on average for key stage 2

N.B: This does not equate to live teaching time but rather it is the time considered to be best practice for activities to be completed and may include live/recorded teaching.

Some examples of remote teaching approaches

- live teaching (online lessons);
- recorded teaching (e.g. video/audio recordings made by teachers from Copnor Primary School of other appropriate sources);
- printed paper packs produced by teachers (e.g. workbooks, worksheets);
- textbooks and reading books pupils have at home;
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences;
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches and we will minimise the use of such projects).

Overcoming barriers to remote learning

In order for remote education to be successful, good digital access is required. The school will strive to overcome barriers to digital access where possible for pupils by, for example:

- distributing school-owned laptops accompanied by a user agreement or contract if possible
- providing printed resources to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- having systems for checking, daily, whether pupils learning remotely are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern

Parents/carers will be expected to support the provision of the remote education. Where there is a requirement/request for laptops and/or printed resources, it is the expectation that the parents/carers will arrange for their collection. However, the school will consider supporting families, on a case-by-case basis, with supplying the laptops and/or printed resources to the family home.

Provision for pupils with SEND

If pupils with special educational needs or disabilities (SEND) are not able to be in school and require remote education, it is acknowledged in the guidance that their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress. Some pupils with SEND may not be able to access remote education without adult support. The school will work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

Keeping children safe online

Keeping children safe online during remote education is essential. The school will, therefore, ensure that it takes all the necessary steps in order to keep the children and teachers/teaching staff safe during online learning, in line with the use of ICT procedures already in place.

Policy updated: September 2022
Review Date: September 2024