



# **The Mill Academy**

## **Remote Learning Policy**

**Date agreed.....September 2020**

**Date to be reviewed ..... September 2021**

## Rationale

In the event of a school closure or partial closure, the school is committed to providing continuity of education to our learners and will do so through a process of remote (online) learning or a blended package as explained below. Remote learning would apply particularly in a situation in which the school is unable to provide on-site education for an extended period of time.

Remote learning may also be appropriate in situations where learners, in agreement with the school, have a period of absence but are able to work from home. This may apply in such cases as exclusion from school or self-exclusion, as a result of a lockdown following an infectious disease outbreak.

Assuming an absence has been agreed with school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. This work set, will be coordinated by the class teacher.

In the event of the above, the school will provide continuity of education in the following ways:

- 1) Setting work for children to complete and submit electronically, using Google Classroom either featuring direct video instruction or clear written instruction.
- 2) Providing children with a blended approach which includes access to Google Classroom for direct or video instructions and hard copies of work to be completed and returned to school for marking and feedback after quarantine.
- 3) Open channels of communication between school staff members and pupils, so questions can be asked and answered and support to complete work can be given, when requested.
- 4) Using WONDE as a way of signposting children to digital resources to enhance their learning. e.g) Times Table Rockstars, Espresso, Learning Village
- 5) Allocating appropriate reading material, either through Google Classrooms or Bug Club.

## Assessment

Work which is turned in on Google Classrooms electronically, will be marked by the class teacher, in a timely and helpful manner. Where appropriate, feedback will be given using the 'comments' tool and returned to pupils so they can read and respond.

Work submitted on paper to school will be quarantined, marked and feedback returned in a timely manner or photographic evidence of the work uploaded onto the Google Classroom Platform for the teachers to assess.

## Expectations of Learners

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process. Learners/Parents will also be expected to read and respond to communication from the school, on a regular basis. If parents/carers find difficulty accessing remote learning due to lack of internet/devices, they should make the class teacher aware as soon as possible, through a phone call and solutions can be discussed. If parents have concerns about workload, these should be directed to pupils' teachers via email. Teachers will work on the assumption that learners will

not have the necessary equipment that they would usually have in school and will make no presumption of a learner's ability to print at home, so will set tasks which do not require printing.

### Support for All Pupils

Teachers will ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENDCO. In addition, the SENDCO will maintain contact with pupils on their list requiring regular support, by phone or email.

### Pastoral Care

In the event of a school closure/partial closure, the primary responsibility for the pastoral care of a learner lies with their parents/carers. However, school staff will check in regularly to monitor engagement with remote learning as well as their general wellbeing. Staff will be expected to pass on any feedback to SLT, where there are concerns or a lack of communication.

### Preparation

We aim to ensure that any transition between full time education and remote/blended learning is smooth and effective. We will ensure that steps are taken to ensure that our pupils are equipped with the skills that they need to access the new way of working.

- 1) All of our pupils will be given regular opportunities to practise logging in to their Google Classroom accounts and to practise completing and turning work in online.
- 2) We will provide parents and carers the chance to liaise with us in the school to ensure their learning platform is ready and fit for purpose on their home devices.
- 3) We will equip our pupils with the knowledge and skills that they need to stay safe online.
- 4) We will update our school and class Twitter accounts to inform parents of any important updates regarding the need for remote learning.

### Expectations of parents and carers

We do not expect parents and carers to create their own accounts on Google Classrooms or to change passwords or comment on any work submitted on the site. Monitoring by the school will be robust and any issues will be dealt with accordingly. Parents and carers will also be reminded that this is not a form of communication to correspond with the class teacher or make comments about the quality of the work available for pupils. Other means of communication should be used for this including telephone, email or the school Facebook page.

### Learning expectations

Children are expected to complete learning in line with the broad balanced curriculum that is taught in school. The expectation would be KS1 -3hrs a day and KS2- 4 hrs a day. This will include reading, spelling, writing, maths and a range of other subjects in order to provide the children with a rich and varied diet of learning. The children will be expected to complete both learning online and practical work allowing them time to learn, develop and refine skills in art, music, DT for example.

### Quality of Education

As leaders at The Mill Academy we are passionate about the quality of the education the children receive and therefore we have a robust monitoring plan in place to ensure that this quality of education is maintained. Senior leaders including the Head teacher and the IT ambassador for the school ensure that the monitoring of the quality of work uploaded and pupil engagement remains paramount.

### Support for families

A team of professionals across the school are available to provide all families with relevant support or discuss concerns regarding online safety as outlined in the Child Protection Policy Covid amendment.