

# **Ormesby Village Infant and Junior**

## **Schools Federation**

### **Remote/Blended Learning Policy**

**September**  
**2021**

#### **Remote Learning Introduction**

In the event of long term closure or part-time attendance (as a result of COVID-19), staff at Ormesby Village Infant and Junior Schools Federation will continue to provide education and support to our pupils, using in-school teaching, remote learning and/or a combination of both. Depending on the circumstances, learning will be conducted using in-school teaching and learning, educational e-resources and Google Classroom/Tapestry/Class Dojo. This will ensure that the needs of all pupils are catered for and Google Classroom/Tapestry/Class Dojo will allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional, safe and confidential manner with each pupil in their class. Teachers will be able to schedule learning in a manner that does not overwhelm or concern our pupils. Teaching and learning can be tailored, changed and updated as time progresses, in-line with DfE guidance, allowing for replication of classroom activity to the best of our ability. In all communications we will adhere to our commitment to maintaining pupil well-being and safety.

#### **Flexibility**

We realise that the circumstances that cause our school to adopt a ‘blended learning’ approach will affect families in a number of ways. In our planning and expectations we are aware of the need for flexibility from all sides: parents may be trying to work from home and so access to technology as a family may be limited; teachers may be trying to manage their home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities; systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success. School support, where possible, will be made for the most deprived families who do not have access to technology or have limited mobile data.

#### **Expectations**

In the case of long term closure, we believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, we understand that work may be completed out of sync from a normal daily routine at school. That said, the work that pupils engage in during a period of closure, or as part of the ‘blended learning’ approach, will be part of our current planning and so follow a sequence of learning. The set tasks cannot be considered as optional. If a pupil is attending both school and remaining at home during the week, work must be completed on the days that they are at home, so when they arrive at school they are in the correct position to continue their learning. Lessons are not discreet and operating randomly day to day. Pupils and parents should consider the arrangements as set out in this document as highly recommended.

Teaching staff will expect to receive all home assignments within a 24-hour timeframe or by the specific deadline set. Should families encounter any difficulties with this arrangement, they must be discussed with the child's class teacher in the first instance via email or telephone.

### **Teaching staff will...**

- Place significant emphasis on pastoral development within the classroom.
- Prepare weekly resources (e-format) to meet the needs of each child.
- Share teaching and learning activities with their class through Google Classroom/Tapestry/Class Dojo.
- Continue providing work and support in line with current, extensive planning that is already in place throughout the school.
- Give credence to the fact that learning remotely will be more difficult, so tasks will be designed to be completed remotely and, if necessary, supported in smaller steps to allow for this.
- Ensure daily contact with pupils, indirectly or directly, either face-to-face, whole class or through Google Classroom/Tapestry/Class Dojo.
- Reply to messages, set work and give feedback on learning/activities in a timely manner.
- Make allowances for asynchronous learning to a normal daily school routine, understanding that the circumstances may affect families in a number of ways.
- Inform the Headteacher/Deputy Headteacher (if unwell) and ensure cover by another staff member for sharing of activities online. Staff, if able, may be able to upload learning elements on to Google Classroom/Tapestry/Class Dojo from home.

### **Non-teaching Staff will...**

- Support class teacher in preparation of blended learning resources/activities.
- Inform the Headteacher/Deputy Headteacher (if unwell).
- Support, where necessary, individual/small groups of pupils by providing tailored activities/reading stories which can either be used in school or when learning at home.
- Ensure their communications have been shared with the class teacher and/or SENCO.

### **Pupils will...**

- Adhere to all guidelines as directed by staff and comply with the school's expectations regarding learning at home.
- Be assured that well-being is at the forefront of our thoughts and they should take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Undertake any and all tasks prepared for home learning.
- Endeavour to keep up-to-date with daily teaching and learning, either in-school or using Google Classroom.
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly.
- Only access the material shared by their teacher and will ask for parental permission to use technology for anything beyond that.
- Read daily, either independently or with an adult.
- Consider learning a new skill, follow their own interests to discover more about the world around us or be creative, should an extended period of remote learning be required.

### **Parents will...**

- Support their child's learning to the best of their ability, in-line with the expectations of the school.
- Ensure their child completes all home assignments set on Google Classroom/Tapestry/Class Dojo and submits them to the class teacher within 24 hours or by the deadline set.
- Ensure their child engages with Google Classroom/Tapestry/Class Dojo activities, set by their teacher.
- Not screenshot or copy any information, messages or posts to share on social media or any other platform outside of Google Classroom/Tapestry/Class Dojo.
- Know they can continue to contact their class teacher as normal through Google Classroom/Tapestry/Class Dojo or via email/telephone, if they require support of any kind.

- Check their child's completed work each day and encourage the progress that is being made.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax when working at home.

Approved by Governors: \_\_\_\_\_

Date: \_\_\_\_\_

Review in 2022 or earlier if the need requires.