



Greenfield Primary School

REMOTE LEARNING POLICY

Approved by Governors (date)

Signed on behalf of the Governing Body

Chair of Governors

REMOTE LEARNING POLICY

At Greenfield Primary School we aim to ensure that our pupils receive their entitlement to a high quality curriculum and we want to minimise the disruption to their learning as best we can.

Our approach to remote learning is based on Government guidance and the Education Endowment Foundation: Remote learning Guidance, 2020. We acknowledge that online learning, at this scale and with pupils of these age groups, is unprecedented and the context for each family is different which means that remote learning looks different for different year groups.

Research by the Education Endowment foundation has found that the ‘quality of remote teaching is more important than how lessons are delivered.’ In line with Government guidance, our approach to remote learning supports pupils who will have to self-isolate at times during the school year. We recognise that our pupils have already missed time in school and therefore it is crucial that any further remote learning is as effective as possible. We will continue to evaluate our range of adaptive learning software programmes with which to support our pupils at home to practise, consolidate, extend and retrieve learning.

In delivering our remote learning we have tried to maintain the approach to learning that the pupils would have received within school:

1. **Clear explanations** – to enable pupils to understand new concepts and the instructions for tasks. We aim to make instructions as clear and concise as possible and to introduce any new material in small chunks. Any supporting resources are as clear and concise as possible and where appropriate, we are using high quality externally produced videos, such as by Oak Academy.
2. **Scaffolding** – this is additional step-by-step guidance to ensure that all pupils can access the tasks. This may simply include a reminder checklist of what should be included in the work. This may include written guidance or a video modelling the process so that pupils can then complete a task or solve a problem. Sometimes the teacher may complete part of the task and explain their thinking or the teacher may provide structure for the completion of a written task stating what needs to be included such as key phrases or vocabulary.
3. **Feedback** - will be given wherever possible and may be a whole-class summary feedback based on work completed previously. The teacher will have looked at the work pupils have submitted, noted down misconceptions, common errors, identified what pupils are doing well as well as main areas to improve. Pupils will then be expected to improve their work. There may be examples of a teacher modelling writing, outlining their thinking or the teacher may provide helpful hints for the pupils to use to check their work against before they submit their completed work.

4. **Peer interaction** – we are aware of the positive impact on remote learning of peer interaction. This is an aspect of classroom learning that cannot be fully replicated within our remote learning. However, we are exploring different ways for pupils to contribute within the class story on Dojo. Sometimes a pupil’s work may be shared with the class for pupils to comment on, to learn from or to prepare feedback on
5. **Assessment** – we will continue to assess the learning and progress made by pupils. This assessment informs the work that the teacher sets in the future, for example through re-visiting topics or when pupils have struggled or when feedback has identified gaps in learning. We are also looking to develop ways of using online quizzes as part of the assessment of a topic.
6. **Interaction** - between teachers and pupils is important for continued motivation and engagement. Our interaction is achieved through electronic communication and feedback on work via ClassDojo as well through Parentmail, Facebook and telephone calls where required. We continue to explore different ways of supporting remote learning and are similarly ways of supporting whole class feedback sessions. We are also looking to provide some online 1:1 sessions for children who require some specialist SEND support.

We are aware that there are children who do not have a suitable device to enable them to access all of our remote learning curriculum such as ClassDojo. We are working hard to purchase a small bank of devices to loan to families who have to self-isolate and to support families with additional devices where we can. We will also provide paper resources and daily activities via Parentmail/Facebook for any families who remain without internet access.

This supports our aim that whether our pupils are in school or at home, they should be offered an ambitious, creative and relevant curriculum with the aim that all pupils, unless they have a significant cognitive impairment, should achieve at least the standard expected for their age in reading, writing and maths, and all children, including those with SEND, should make good progress from their starting points.

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