



# Remote Learning Policy

Adopted: October 2020  
Reviewed: September 2024  
Next review: September 2025

## **Introduction**

This policy has been written to outline Shaw Primary Academy's procedure to support remote learning for affected children should the need arise as a result of any emergency for example, a pandemic or other disaster. In line with advice, guidance and research from the DFE, OFSTED and The Education Endowment Foundation, a range of work will be planned that can be completed at home during partial or full school closures.

## **Aims**

- To provide a link between home and school so that pupils and parents can share information, work and ask questions when needed.
- To provide structured online activities through the use of Oak Online Academy programme
- To provide remote learning packs for children who do not have access to technology or sufficient internet access, to ensure that learning is continued throughout the time away from the classroom.
- To continue to ensure that children still have access to a curriculum.

## **Online lessons**

All pupils will be able to access online lessons created and delivered by Oak National Academy, via their class pages. Lessons will be presented in the form of a timetable as a means of supporting parents in terms of planning some sort of structure. Having said that, the lessons are recorded so parents can choose a timetable that best suits their needs and the needs of their families. Each Monday, class pages will be updated with new lessons and activities for the coming week.

## **Live Lessons**

In a 2021 report, OFSTED have said, *"Some think that a live lesson is the 'gold standard' of remote education. This isn't necessarily the case."* They go on to say that, *"There are some specific difficulties in doing live lessons. It can be hard to build in interaction and flexibility. This means that giving feedback can actually be less effective than when we use recorded lesson segments followed by interactive chats, or tasks and feedback. Using recorded lessons produced externally can allow you to easily draw on high-quality lessons taught by expert subject teachers."* While there are also positive comments about live lessons in the report, Governors and school leaders have considered these alongside other matters including allowing parents and carers the flexibility to engage in online learning when it suits them. This is particularly important where families have more than one child and where those children attend different schools. For these families, children have to take turns on devices and/or computers and specified time slots can be impossible to engage with. Safeguarding and privacy were also considered during the decision making process and reports of lesson hacking and breeches of privacy were taken in to account. As a result, and because teaching staff are able to interact with children and families via email and their class pages (see below), live lessons will not be part of our remote offer at this time. To Note, OFSTED have said that the *Quality of teaching is **far more** important than **how** lessons are delivered.*

## **Learning Packs**

The school is aware that not every child in our community will have access to technology or internet and in addition to the online learning, hard copy learning packs will be available every week. Parents and carers can request to have packs sent by email from their child's teacher by no later than 3pm on the Monday that the pack starts. Printed packs will be available for collection for those parents who prefer that option.

## **Reading Books**

Reading books can be requested via the class email and collected and returned at the school office. Parents should give 24 hours notice for reading book requests as teachers are working on a rota and may not be in school, in these circumstances they will need to liaise with a colleague to have books ready for collection. Reading books that match our scheme can also be downloaded at <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

## **Breaks**

Please make sure that your child has opportunities to take breaks throughout the day as they would if they were in school. Wherever possible, and while adhering to national restrictions, support your child in staying active and/or going outside either in the garden or for supervised walks with members of the household [Children and exercise](#).

## **Submitting work and feedback**

### **Hard copy packs**

Parents and Carers can return completed hard copy packs to school when they come to collect new ones for their child. Teachers will collect packs on Monday afternoons for the previous week and will give feedback via email or phone call.

### **Emailed Packs**

Completed packs can be scanned/photographed and sent back via email to the class email and feedback will be given as above.

### **Online lessons**

Completed tasks can be scanned/photographed and emailed via the class email. Children can also send their spelling scores and/or any other information they want to share with their teacher and feedback will be given as above. Work should be sent back daily so that teachers can stay on top of their workload.

### **Additional communication**

Parents should feel free to email using the class email if they have questions or information they would like to share, and the class teacher will get back to you as soon as possible – please note that teachers will also be working in school teaching key worker and vulnerable children and may not always respond immediately.

## **Useful information**

- Class emails will be made available as needed.
- You can use your smart phone as a scanner and send PDF copies of your child's work directly to their class email (see tips and apps on google)
- Oak Academy [Top tips for learning at home](#)

## **Keeping your children safe online**

Parents and carers should provide age-appropriate supervision for children and young people in their care using the internet. Amongst other things, this should include:

- talking to their children about not accessing age-inappropriate material on devices
- knowing who their children are talking to online
- setting up age-appropriate parental controls on digital devices

Internet filters should be used to block malicious websites. These are usually free, but often need to be turned on.

The following information and resources will help to support parents and carers to keep their children safe online:

- [Internet Safety | Shaw Primary School \(shawprimaryacademy.co.uk\)](http://shawprimaryacademy.co.uk) which is our school website and has lots of information of how to keep children safe online
- [support for parents and carers to keep children safe from online harm](#) which provides extensive resources to help keep children safe online and details of specific online risks, including sexual abuse, criminal exploitation and radicalisation
- [CEOP Education](#) provides advice from the NCA on staying safe online
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning \(LGfL\)](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Keeping children safe online](#) has support for parents and carers from the NSPCC, including guides on social media, internet connected devices and toys and online games.
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides, and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services