



# SAINT NICHOLAS SCHOOL

## REMOTE LEARNING POLICY



<b>Approved by:</b>	 Headmaster  Chair of Governors	<b>Date:</b> 27/01/2025
<b>Last reviewed on:</b>	January 2025	
<b>Next review by:</b>	January 2027	

*Note: This policy applies to all sections of the School including EYFS*

***This policy is written with due regard to the Equality Act (2010) and within the EYFS to both the Equality Act and the SEND Code (2015)***

*The curriculum at Saint Nicholas School aims to effectively prepare the pupils for the opportunities, responsibilities and experiences of life in British society.*

*The curriculum promotes and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.*

*This policy takes into account the ages, aptitudes and needs of all pupils including pupils with Special Educational Needs and Disabilities and those with an EHC plan.*

This policy:

- Is non-contractual in nature;
- Applies to all members of staff except those who have not completed their probationary period;
- Can be adjusted by the School to suit specific circumstances;
- Can be varied unilaterally by the School.

Saint Nicholas is fully committed to supporting pupils and teachers in effective teaching and learning; to promoting the enjoyment of learning; to securing progress and high standards of attainment for all. The curriculum at Saint Nicholas not only includes the formal programme of lessons but also the vast range of co-curricular activities, trips and visits which serve to enhance the educational experience provided.

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

## **Introduction**

All pupils should attend school, in line with our attendance policy, and it is our expectation that if pupils are well enough to complete work, then they are well enough to attend school. This policy outlines the circumstances under which we will consider providing remote education to pupils. It also outlines the reasonable adjustments we may put in place to ensure a child/young person still has access to educational provision, should they be unable to attend school for medical reasons.

We 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 we decide that opening our school is either not possible to do safely or contradictory to guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to attend school physically but can continue learning

Our priority is always to deliver high-quality face-to-face education to all pupils. Remote education will only ever be considered as a short-term measure and as a last resort where in-person attendance is not possible.

At Saint Nicholas School our ultimate aim is to try and follow the intended curriculum whether pupils are in school or working from home. In the event of a whole school or partial school closure, our preference is to provide live lessons, via Google Meet, to follow the curriculum where possible. Where this is not possible, work will be set on Google Classroom in line with our planned curriculum.

## Remote Learning Provision

Our remote education will utilise Google Classroom and Google Meet. We also encourage pupils to check their school email regularly for important notifications and updates.

Initially, schoolwork will be assigned on Google Classroom for all lessons in the event of a school closure lasting one or two days.

For closures lasting three or more days, the majority of lessons will be conducted 'live' on Google Meet. Once pupils log in, they will have access to Google Classroom and their email, enabling them to navigate between these platforms during their lessons.

Our aim is to deliver the same curriculum remotely as we do in school, wherever this is feasible and appropriate. However, certain subjects may require some adaptations. For instance, in PE lessons, pupils might be assigned a series of challenges to enhance their personal fitness. In practical subjects such as music, DT, art, or drama, the work may involve a combination of practical tasks (where possible) and theoretical activities. In science, pupils might carry out an investigation using an online simulation, watch a demonstration of a practical technique, or complete an adapted experiment at home using simple materials.

## Remote Learning Timetable

We anticipate that remote education (including online teaching and independent work) will require pupils to engage for approximately five hours per day. This aligns with the number of lessons they would typically have in school.

When all pupils are in school, we operate a split break and lunch schedule, with timings varying by year group. To maintain consistency, in the event of a partial closure, we will adhere to the specific timetable for each year group, which will be communicated via email.

In the case of a full school closure, where all pupils are learning from home, we will implement the following timetable to avoid split lessons:

<b><i>Period 1</i></b>	<b>08.50 – 09.45</b>
<b><i>Period 2</i></b>	<b>09:50 – 10:45</b>
<b><i>Break</i></b>	<b>10:45 – 11:05</b>
<b><i>Tutorial</i></b>	<b>11:05 – 11:25</b>
<b><i>Period 3</i></b>	<b>11:30 – 12:25</b>
<b><i>Lunch</i></b>	<b>12:25 – 13:05</b>
<b><i>Period 4</i></b>	<b>13:05 – 14:00</b>
<b><i>Period 5</i></b>	<b>14:05 – 15:00</b>

Please note: If a pupil is abroad the times noted above relate to UK times only.

## **Remote Learning Access**

All pupils will access remote education via Google Classroom and Google Meet, which should be checked regularly. It is also essential that pupils frequently check their school email to receive notifications about lessons and additional messages from teachers. Pupils can access lessons through the calendar on Google Classroom. By clicking on the meeting or lesson added to their calendar, they will be given the option to join the session.

Once joined to the lesson pupils should have their cameras off but microphones on.

## **Remote Teaching**

When teaching pupils remotely, we will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- gauge how well pupils are progressing through the curriculum, using a variety of different assessment tools from online questions to work submitted via Google Classroom for checking.
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments; including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- plan a programme that is of equivalent length to the core teaching pupils would receive in school.

These expectations will be delivered in relation to the pupils' age, stage of development or special educational needs.

## **Parental Support**

We expect all pupils to actively engage with remote education as soon as it becomes necessary. We rely on the support of parents and carers to ensure that their child adheres to established routines for completing schoolwork at the appropriate times and is provided with a suitable, distraction-free workspace.

We kindly request that parents and carers reinforce clear boundaries during their child's remote education, such as restricting the use of mobile phones unless they are required for participation in the lesson.

## **Engagement**

Pupil engagement with remote learning is monitored on a daily basis, with a register taken for each lesson. In instances where pupils are not engaging, initial follow-up will involve contacting home to address and resolve any potential issues. The use of Chromebooks and the websites accessed will also be continuously monitored.

If pupils are attending remote education lessons but concerns arise regarding the quality or quantity of work being completed, the relevant teachers, subject leaders, pastoral leaders or academic leaders will contact home to discuss and support pupils.

## **Assessment**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on student work

is as follows:

- Teachers may deliver a lesson through Google Meet and set work to be completed through the remainder of the lesson. This work may be handed in electronically using Google Classroom.
- With assignments submitted through Google Classroom, there is a feedback function built into the platform where teachers can mark or comment on student work.
- Teachers are not expected to mark every piece of work in depth, but they will be checking work and addressing any errors or misconceptions with pupils in the lessons.
- We may use online quizzes and other forms of assessment to gauge pupils' understanding. This provides instant student feedback and scores are recorded so that teachers can address common mistakes in future lessons.

### **Pupils with Additional Needs**

We recognise that some pupils, for example pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils. Please contact our SEND Team via

[s.fortenbacher@saintnicholasschool.net](mailto:s.fortenbacher@saintnicholasschool.net) with any specific queries.

LSAs will be used to support individuals or groups of pupils with their learning where necessary.

### **Individual Pupils Requiring Remote Education**

All schools are legally required to comply with the Equality Act 2010. Our school operates across multiple levels within buildings of varying ages, and wherever feasible, we will implement reasonable adjustments to ensure that pupils can access all areas of the school. We also ensure that all equipment is accessible to pupils, irrespective of their individual needs. Further details can be found in our Accessibility Plan, available on the school website.

In some instances, a pupil may have a medical condition that affects their ability to attend school in person. In such cases, the school will endeavour to make reasonable adjustments to maintain access to educational provision. This may include a part-time timetable, the temporary provision of work through Google Classroom, or, in exceptional circumstances, remote access to lessons via Google Meet.

In these situations, we will work collaboratively with families to ensure that the pupil's medical and educational needs are appropriately addressed, potentially through an Education, Health, and Care Needs Assessment (EHCNA). Such decisions will be made in consultation with senior school leaders and the pupil's family.

### **Teacher Absence During Remote Learning**

#### **Teacher Absence**

In the event that a member of the teaching staff is unwell and unable to deliver remote education, your child may be assigned to a new remote class to join an alternative lesson, or alternative work may be provided. Our primary objective is to ensure that teaching continues as effectively as possible until the teacher is able to resume their duties.

#### **Technical Support**

For assistance with technical issues, please contact our IT support service at [support@firststopit.co.uk](mailto:support@firststopit.co.uk).

#### **Support for Pupils Without Suitable Online Access**

We understand that some pupils may face challenges with online access at home. To support these pupils, we have implemented the following measures:

- If access to a suitable device for remote education is an issue, please inform us by emailing your child's form tutor in the first instance.
- We will make every effort to facilitate remote learning, including the potential loan of devices and support with resolving internet connectivity issues.
- We recognise that some pupils may only have access to a device with a small screen, such as a mobile phone. In such cases, pupils are welcome to complete their work on paper. They can then photograph their work and upload it to Google Classroom for submission.