Eccleston C.E. Primary School

*Let our Light Shine*

Online Learning Policy

Teaching, Curriculum Committee

Reviewed: Autumn 2020

Approved by Full Governing Board: Autumn 2020

Signed by Chair of Governors:

Review Date: Autumn 2023

**ECCLESTON CE PRIMARY SCHOOL**

**Online Learning Policy**

**DFE guidance states;**

Where a class, group or small number of pupils need to self-isolate, or there is local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to;

* Use a curriculum sequence that allows access to high quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations
* Give access to high quality remote education resources
* Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
* Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
* Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to;

* 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
* Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources or videos
* Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
* 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, ideally including a daily contact with teachers.

We expect schools to consider these expectations in relation to the pupils’ age, state of development or special educational needs, for example where this would place significant demands on parents’ help or support. We expect schools to avoid an over reliance on long term projects or internet research activities.

Our aims during any kind of COVID -19 disruption are to;

* Provide an effective communication link between home and school so that pupils and parents can share information, work and ask questions when needed
* Support all stakeholders during the pandemic and uphold our ‘open door’ policy remotely, signposting resources and guidance to look after peoples’ mental health and well being
* Provide high quality online blended learning where pupils are set work by their class teacher planned from the National Curriculum
* Provide alternative work for families not able to access online provision, or for whom access is limited
* Provide clear expectations for all members of the school community with regards to the delivery of high quality interactive remote learning
* Support attendance
* Safeguard all parties involved

**Attendance**

Parents are expected to advise school of any absences from online learning by emailing their class teacher. Full attendance is expected, just as it is in school.

**Safeguarding**

A parent or carer should be within earshot of the child during online sessions. The child may well require help with technical issues.

Teachers will not make any video recordings or screenshots of sessions and pupils will be instructed to do the same.

The location in which both pupils take part in the online sessions should be in an appropriate room (not in a bedroom for example), and within earshot of a parent or carer. This will ensure the student can raise any concerns, whether practical or related to safeguarding.

Whilst space in houses may be limited, and may be shared with others, we request that parents try to make sure that whatever space is available to use is neutral, safe, and conducive to learning, doesn’t reveal any personal information, and doesn’t present a safeguarding risk.

**How will lessons be taught or provision be made?**

Lessons and teaching may involve live typed chat, live video discussions, recorded ‘voice over’ power points, the use of video clips from YouTube, the use of media from other company websites that we already use (Letters and Sounds, White Rose, Literacy Company etc.), or using Government sites such as Oak Academy. Pupils may well need support to access some of these. Links will be sent out by email or included on out home learning page on the school website.

Parents should inform teachers as soon as possible if they are unable to print resources at home so reasonable endeavours can be made to post out resources in advance if required.

Teachers have received sufficient training to be able to lead by example and be aware of making the background visible in their online teaching both professional and neutral. Teaching space will reveal minimal details about the teacher’s personal life. Care will be taken to remove anything that would not be appropriate in a face-to-face session, for example, personal items, laundry drying, or anything that may distract students.

Teachers should check with the student at the start of the session if they feel comfortable in the environment and that they can stop at any time.

Having the support of a parent/carer in setting up the lesson is often needed, particularly for younger children as well as being within earshot is important for safety as well as for practical help. Parents are expected to be present at the start and finish of lessons wherever possible.

The level of involvement of the adult during the lesson will depend on the age of the pupil. Younger children may need a person in the room to help keep them focused and safe, particularly if it’s a new activity. Too much parental involvement can also be distracting or cause shyness with older students. In general, it is recommended that after the first few lessons, the parent/carer is within earshot but not “in the lesson”, particularly with older students wherever possible.

Children will be expected to follow the Remote Learning Code of Conduct. (Appendix 1)

Appendix 1 – Remote Learning Code of Conduct



**Eccleston CE Primary School**

**Code of Conduct for Remote Learning**

**DO;**

* Log on around 5 minutes before the session is due to start
* Make sure you have everything you need before you log on and you have been to the toilet
* Only put sensible and relevant comments into the chat box and only when asked to do so
* Behave sensibly all through the session – just like you would in class
* Complete any work to the best standard that you can – just like you would in class

