Distance Learning Policy

Context

This policy has been written in response to feedback from staff and families since the closure of schools during the Covid-19 pandemic. In the event of complete or partial school closure, we will endeavour to provide continuity in learning, to maintain connection with teachers and classmates and to carefully monitor children's engagement and progress through the use of online learning platforms so that they stand the best chance of continuing to make progress.

Our priority will always be to ensure children's **safety** and **wellbeing whether in school or at home**.

We continue to recognise that each family has different circumstances and will need to respond in a way which is right for them.

Policy

In the event of a class bubble lockdown

School will:

Where possible, obtain and distribute available ICT equipment according to need

Teachers will:

Provide continuity in learning by:

Providing a balance of teacher/adult-led and independent activities via the relevant learning platform (Y2-5) or email (YR-1)

Setting daily activities will include core learning and tasks from the wider curriculum

Providing feedback on children's learning via the relevant learning platform

Providing frequent explanations of new content using a combination of pre-recorded videos from White Rose Maths, BBC Bitesize, Oak Learning Academy and those created by the class teacher

Adjusting the pace or difficulty of what is being taught in response to questions or assessments

Responding to parent/carer questions via the class email account

Liaising with the SENDCo to set alternative activities for children with significant SEND who have an alternative curriculum within school

Ensuring clarity over what learning should be submitted by the child/parent onto the relevant learning platform and when

Year group	Learning Platform	Expectations and feedback mechanisms
R/1	Tapestry	Teachers will send a daily email outlining learning activities and give feedback via Tapestry Parents will upload learning activities to Tapestry
2	Purple Mash	Teachers will set tasks and give feedback via Purple Mash Parents/children will complete tasks online and upload additional evidence such as photos

3-6	Google Classrooms	Teachers will set tasks and give feedback via Google Classrooms
		Children will complete tasks, participate in chats and attend Google Meets

Maintain connectedness with teacher and classmates by:

Giving feedback via Tapestry, Purple Mash and Google Classrooms

Holding regular Google Meet sessions for small groups

Enabling Google Chat for ongoing conversations with and between the class (Years 3 – 6)

Telephoning children if parents request it or if there has been no contact for five consecutive days

Monitor engagement and progress by:

Keeping daily records of engagement via the school MiS

Emailing families from whom there has been no contact for two consecutive days

Telephoning families from whom there has been no contact for five consecutive days

Tracking children's progress through the learning that has been shared, assessments, quizzes and other strategies

Parents/Carers will be requested to:

- Stay in contact with teachers via class emails (name.class@st-ebbes.oxon.sch.uk) or through the learning platform
- Upload learning to Tapestry or support children to upload to Purple Mash or Google Classroom
- Prioritise daily reading over all other tasks[1]
- Do their best to support children's learning considering personal circumstances
- Ask for additional support if necessary

Parents/Carers will be asked to consider:

- Incorporating as much fresh air into the daily routine as possible
- Incorporating time for play and for children to develop their own passions and interests
- Encouraging their children to research something that is of interest to them and show their learning with a creative project
- Punctuating planning with other learning opportunities that they may be able to provide based on they own passions, skills and resources where possible
- Not putting children under unnecessary pressure or stress[2]
- Recognising that maintaining curiosity is essential in children's development as learners
- Trying not to worry if their child tells them they are bored[3]
- Putting in place clear limits on screen time[4]

---

[1] Literacy Trust – Annual Literacy Survey
[2] Neuroscience – Stress and Learning - Edutopia
[3] How kids can benefit from boredom
[4] UK Safer Internet Centre - Screentime

In the event of individuals being asked to self-isolate

School will:

Where possible, obtain and distribute available ICT equipment according to need

Teachers will

Provide continuity in learning by:

- Creating a weekly distance learning sheet for core subjects of reading, writing and mathematics
- Emailing the weekly distance learning sheet to parents via Parent Mail/Class email
- Responding to parent/carer questions via the class email account
- Giving feedback on learning received at the end of self-isolation

Maintain connectedness with teacher and classmates by:

Inviting the child/children to a class Zoom/Google Meet once per week

Enabling Google Chat (Years 3 – 6) for ongoing conversations with and between the class

Telephoning children if parents request it or if there has been no contact for five consecutive days

Monitor engagement and progress by:

Telephoning families from whom there has been no contact for five consecutive days

Receiving completed learning tasks on the child's return to school

Parents/Carers will be requested to:

- Order a copy of the current class text or request a copy from school
- Stay in contact with teachers via class emails (name.class@st-ebbes.oxon.sch.uk) Prioritise daily reading over all other tasks[5]
- Do their best to support children's learning in light of personal circumstances
- Ask for additional support if necessary

---

[5]Literacy Trust – Annual Literacy Survey