



Remote Learning Policy January 2024

Aims:

- Ensure a consistent approach throughout the school whilst children are undertaking remote learning.
- Encourage children to develop increasing independence and a sense of personal responsibility.
- Meet the individual and special educational needs of pupils.
- Make expectations about remote learning clear to children, parents and other carers;
- Extend the opportunities for learning;
- Develop a partnership with parents or carers by utilising opportunities for learning at home.

Use of Remote Learning:

Dereham Church of England Infant and Nursery Academy are committed to working in close partnership with families and ensuring that every child has access to a high level of education.

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

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
 - Contradictory to guidance from local or central government.
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness.
 - They are preparing for or recovering from some types of operation.
 - They are recovering from injury and attendance in school may inhibit such recovery.
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue.

The headteacher will consider providing pupils with remote education on a case-by-case basis.

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In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education from the headteacher, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision.
- Put formal arrangements in place to agree the length of time remote education will be needed, regularly review it and identify how to reintegrate the pupil back into school.

The role of teachers

Once remote learning has been agreed with the headteacher, work will be made available as soon as reasonably practicable. Teachers will plan high quality, meaningful learning tasks that are relevant and cover a range of curriculum areas.

EYFS will share learning tasks on Tapestry and will provide feedback by the next working day (within school hours)

KS1 will share learning tasks via email and will respond to completed work by the next working day (within school hours)

If parents are unable to access Tapestry or have difficulties accessing work sent via email, please contact the office to request a paper copy.

The role of senior leaders

Senior leaders will be available to support staff in setting remote learning tasks and will be responsible for ensuring this is made available and is accessible to families upon agreement.

Senior leaders will be responsible for contacting families to offer support and guidance and to regularly review and identify how to reintegrate the pupil back into school.

The role of parents and carers:

In order for pupils to complete their remote learning tasks parent and carers should;

- Provide a suitably quiet place in which children can do their remote learning.
- Join in and support their children in the completion of remote learning.
- Make it clear to children that they value their remote learning.
- Encourage children and praise them when they have completed their remote learning.
- Supporting children with their learning and encourage them to work with good levels of concentration.
- Seek help by contacting the school office if needed (01362 692727 or office@dereham.norfolk.sch.uk)

Where possible, it is beneficial for young people to maintain a regular and familiar routine.

Dereham Church of England Infant and Nursery Academy would recommend that each 'school day' maintains structure.

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Differentiation of remote learning tasks:

Throughout the school, the planning of remote learning tasks will take into account the needs of children of varying ability levels and those with special educational needs. Careful planning will ensure that the level of demand is appropriate and that guidance to parents is clear. This will include

- Clear instructions;
- Opportunities for success;
- Tasks that can be completed independently or with parent/carer support

Each class teacher is responsible for ensuring that the demands of home learning are manageable for children, parents and carers.