

# **St Hugh of Lincoln RC Primary School**

## **Blended-Learning/ Remote-Learning Policy**

*“St Hugh of Lincoln School will nurture, guide,  
educate and develop all our children on their  
journey with Jesus*

*Amen*

Reviewed: September 2022

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## **Blended-Learning/Remote-Learning Policy**

This policy covers the support for pupils in the event of Blended-Learning/Remote-Learning being implemented.

Blended-Learning is a style of education in which pupils learn via electronic and online media **as well as** traditional face-to-face teaching.

Remote-Learning is whereby pupils access **all** their learning through electronic and online media.

### **Purpose**

The purpose of this policy is to certify there are procedures in place to ensure pupils are supported effectively in the event they are unable to be taught within the school.

In the event that the school or classes are closed due to the need to isolate, the policy will identify the steps in place to ensure all pupils are able to access learning while at home.

The need for equity will be identified, and support for both parents and pupils in accessing effective teaching will be addressed.

### **Format**

The learning platform used by St Hugh of Lincoln will be Google Classrooms.

All classes will make use of Google Classrooms; however this will be dependent on the competency level of the pupils in each year group to make effective use of each platform.

### **Equity**

The use of Google Classroom will ensure **all** pupils are able to access the learning opportunities provided by class teachers equally.

The class teacher will provide all pupils accessing Learning through Google Classroom with their login details.

In the event that pupils do not have the equipment/facilities at home to access their learning online they will be informed to contact the school.

Pupils will be familiar with the platform used by their class teachers having used Google Classroom as a homework tool.

The level of support at home should be taken into account in the activities/work set for pupils. Activities/work being set should be a consolidation of work already completed in school or have clear teaching points for pupils. However the school cannot guarantee children will not need some form of adult supervision or assistance at home when completing tasks.

### **Support**

Teachers and staff have received training in making use of Google Classrooms.

Pupils will be familiar with Google Classroom due to its use in School. The complexity of tasks will vary due to experience of pupils and the learning opportunities they have had during their time in school.

Support for parents has been created in the form of online tutorials sent out via the school's website.

On the occasion that parents are still in need of support, teachers will be asked to obtain the contact details of the parents and contact will be made to offer further support.

## **Expectations**

The expectations of the stakeholders while implementing a Blended/Remote Learning may vary, therefore clarification on the matter is needed.

Amount of work set - pupils in EYFS & Key Stage 1 should expect three hours of activities/tasks a day and Key Stage 2 four hours which the teacher will provide feedback on. Pupils may be directed to additional learning activities in the event that these are completed quickly. Teachers will endeavour to deliver the normal curriculum timetable.

Feedback - the level of feedback provided should address any misconceptions held by the pupils in the work submitted, and acknowledge the work completed. Pupils should be made aware that their work has been seen.

Submission of work- pupils will be expected to complete the work on the day which it is set, this is to ensure teachers are not overloaded with the return of more than 3-4 pieces of work per pupil per day. Pupils should also be aware that work should be returned digitally before the end of their 'normal' school day. Teachers will be online for 'normal' teaching hours – 9am until 3.15pm including breaks.

Teacher workload must be manageable, setting up to three to four pieces of work will mean a maximum of 120 pieces of work per day to be addressed. The expectation of work being completed by pupils before what would be the end of the school day should allow ample time for feedback/recognition of work to be completed. Pupils submitting work after the school day will mean the marking of that work would fall into the following day.

Late submission of work - on the occasion that pupils submit work on the day it was not allocated or after the end of the school day, should only expect feedback for the pieces of work on the following day.

*For example*, if a pupil submits their work at 6 pm on a Wednesday evening, they should not expect feedback on a Wednesday evening, this work would then fall into the teachers Thursday marking. Pupils who complete their work after the school day has ended could expect feedback on all the work submitted provided they continue to only submit 3 pieces of work a day.

NB. If a pupil submitted a week's worth of work on a Friday/Saturday/Sunday should not expect feedback on all pieces.

Level of work set - the activity set for pupils should be a consolidation of work they would have already expected or should have clear teaching support if introducing new concepts or extensions.

## **Safeguarding measures**

The use of Google Classrooms conform to GDPR regulations in terms of data protection and sharing of data.

Making use of **Google Classrooms** allows pupils to only access their work and not the work of their peers. Sharing of good practice should once again be done only with permission through the 'Stream'.

### **Live Video Meetings**

In the event that live teaching sessions with pupils take place, they will be on Google Meet.

These meetings will be recorded and all pupils should be made aware that the meeting is being recorded. Parents may choose to be present in these meetings, in order to support their child, however, they should be asked to remain out of camera shot and remain silent so as not to disturb other pupils.